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The course has been developed to provide remedial assistance for the high school student who is seriously handicapped in the language arts. Based on the workshop pattern, the program, offered in the freshman year, is the equivalent of a two-year course. It is recommended that the student be programed for two periods of English, with reading skills to be stressed in one class period, and writing and speaking skills to be stressed in the other.

The material is divided into two parts, one containing resource units on the course content, and the second presenting several appendices including teaching units. The resource units on the course content serve as a source of general information for the teacher. General guidelines are provided to aid the teacher in approaching the fundamental content of the course regardless of the available textbooks and other resources. Instruction in reading, writing, speaking, and listening should be closely correlated throughout each section of the course. In part one, an overview of each aspect of the program precedes the total presentation. Part one is organized by goal, content, procedure, and activities. The appendices in the second part include Dolch's Word List, the manuscript form of writing, proofreading symbols, and sample teaching units.

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IN THE SECONDARY SCHOOL

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CITY OF CHICAGO

BASIC ENGLISH
IN THE SECONDARY SCHOOL

BENJAMIN C. WILLIS
General Superintendent of Schools

CHICAGO PUBLIC SCHOOLS

1962

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Chicago, Illinois

FOREWORD

This tentative program in Basic English is planned as a double-session course for students in the first year of high school. It is strongly recommended that wherever possible this program be offered as a double-session course. It aims to provide special assistance in language arts for slow-learning students at the beginning of their work in secondary schools and in this way to establish a sound basis for achievement in all academic areas. The double-class session provides time for a more individualized instructional program and for extended practice necessary to reinforce learning at this level.

Grateful acknowledgment is expressed to all who co-operated in the production of this program and to teachers who will use it in continuing to move steadily toward the goal of quality education for all students.

Benjamin C. Willis
General Superintendent of Schools

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Special credit for producing this program in Basic English is due to Mrs. Frances Fitzgerald, Reading Clinic, Lindblom High School; Mrs. Ruth Hoffmeyer, Language Arts Consultant, Department of Curriculum Development; and Miss June Waser, Teacher, Tilden High School.

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INTRODUCTION

Purpose

The Basic English course has been developed to provide remedial assistance for the high school student who is seriously handicapped in the language arts. Based on the workshop pattern, the program, to be offered in the freshman year, is the equivalent of a two-year course. It is recommended that the student be programmed for two periods of English, with reading skills to be featured in one class period and writing and speaking skills to be stressed in the other period.

This concentrated program in the language arts should enable the student to transfer into the Essential English sequence in his second year. This plan permits the flexibility that is desirable in any multi-track program. Progression from Basic English to Essential English 1 provides the needed continuity and fulfills graduation requirements.

Placement

The factors which determine the placement of a student in the Basic English program include performance on achievement tests, IQ, elementary school record, teacher recommendations, child study reports, student's age, health records, and home and family conditions. If the situation does not permit the use of all of the above criteria, minimum considerations should include the performance on achievement tests and teacher recommendations. This program will serve students of two levels of ability: the slow learner who tests below average in learning ability but who is not to be considered as mentally handicapped, and the student of average intelligence who is retarded because of reading difficulties. A study of the test records of these students will indicate that their reading typically is rated below the 6.0 grade level. For further information, please see pp. 1 and 43, Guide to Curriculum Offerings for Secondary Schools, Board of Education, Chicago Public Schools , August, 1961.

Grouping for Instruction

The program stresses individual instruction based on the needs and abilities of each student. The students have widely varying needs, and because of this materials of an unusually broad range are essential to the success of the program. Diversity of materials will make it possible for the teacher to work efficiently with individuals and small groups within the classroom. The teacher will review the data in the cumulative record as well as the eighth-grade test results, will analyze the students' work, and will observe the students at work. As a result of this study, the teacher may find that grouping for instruction according to particular needs will be most effective. The placement of students within these groups is the responsibility of the teacher. Flexibility in the program permits the teacher to reclassify the students from time to time as they improve in order to provide concentrated assistance in the various areas of the program according to individual needs. In this way, the teacher is able to encourage each student to establish his own goals and to progress at his own rate.

Evaluation

At the outset of the course the teacher will have access to the eighth-grade test results previously mentioned. If assistance is needed in interpreting test data or in providing specialized tests, the teacher may consult the counseling service within the school. The results of screening of freshman students by speech therapists will also provide important information to guide the classroom teacher. The teacher may utilize the listing of Approved Tests and Related Evaluation Instruments 1961 through 1962, Bureau of Purchases, Chicago Board of Education. The tests listed below may be of particular interest to the teacher of the slow learner and will be found on the Approved List.

Supplementary tests

Chicago Non-Verbal Examination
Lorge-Thorndike Intelligence Test Non-Verbal
SRA Thurstone Test of Mental Abilities Non-Verbal
California Reading Tests
California Test of Personality
DAT Verbal Reasoning
Durost--Center Word Mastery Test
Gates Reading Tests
Phonovisual Diagnostic Spelling Test
Scholastic Pupils Progress Diagnostic Reading Tests
SRA Reading Tests
SRA Work Study Skills Test
Stanford Achievement Tests

Achievement by the student should be evaluated frequently. The teacher may use the simple tests which accompany instructional materials as a guide in reclassifying students in addition to teacher-made measures of evaluation and direct observations. If such an evaluation indicates that sufficient progress has been achieved by the student, more difficult materials should be made available to him, and the student should be assigned to more advanced groups within the class. Since the progress of each student will be judged in relation to his capabilities, no explicit demarcation of specific skills to be mastered can be drawn in establishing the goals for Basic English 1 and 2.

GOALS FOR THE STUDENT

These are some general goals which the student will strive to reach within his own potential.

Listening

- To develop habits of good listening
- To receive directions
- To understand explanations of processes
- To participate in discussions
- To increase span of attention

Speaking

- To pronounce and use everyday words correctly
- To increase functional vocabulary
- To communicate clearly and effectively
- To ask and answer questions
- To participate in class discussions
- To state directions and explain processes
- To relate incidents and stories
- To present reports
- To converse in social situations

Reading

To amplify sight vocabulary

To develop word-attack skills

To select the main idea

To find details related to the main idea

To organize ideas or facts obtained through reading

To derive simple generalizations and conclusions

To read aloud effectively

To use aids to comprehension such as maps, graphs, and charts

Writing

To write legibly

To compose elementary sentences

To construct simple paragraphs developing topic sentences

To use the dictionary to verify spelling

To utilize the simple rules of capitalization and punctuation

To take notes

To formulate directions and instructions

To report information

To relate incidents and stories

To practice composition of social letters

In Part One, the resource units on the course content serve as a source of general information for the teacher. General guidelines are provided to aid the teacher in approaching the fundamental content of the course regardless of the available textbooks and other resources. The material has been divided to facilitate use by the teacher, but the content should not be treated in isolation. Instruction in reading, writing, speaking, and listening should be closely correlated. This integrated approach to the language arts is highly successful with slow-learning students.

In Part One an overview of each aspect of the program precedes the total presentation. Each segment of Part One is organized under the following headings:

Goal, basic purpose of studying the phase of language arts

Content, basic concepts of skills to be mastered

Procedure, method of classroom approach

Activities, individual and group language arts experiences.

TIPS TO THE TEACHER

"The term 'slow learner' has been loosely applied to all grades of children with low intelligence. The 'slow learner' tests slightly below average in learning ability, but he should not be considered mentally handicapped. From the point of view of educational organization, the term 'slow learner' has been applied to the child who seems to have some difficulty in adjusting to the curriculum of the academic schools because of slightly inferior intelligence or academic learning ability. He will require some modification of school offerings in the regular classroom for maximum growth and development."[1]

The main body of this Guide is divided into two major parts: one contains resource units on the course content, and the second presents several appendices including teaching units.

Part One

Part One includes the following resource units:

Unit 1 Word-recognition Skills
Unit 2 Sight Vocabulary
Unit 3 Reading Comprehension
Unit 4 Rate of Reading
Unit 5 Oral Reading
Unit 6 Recreational Reading
Unit 7 Sentence Structure
Unit 8 Paragraph Building
Unit 9 Dictionary Use
Unit 10 Speech.
Unit 11 Spelling

---

[1] Samuel A. Kirk, Educating the Retarded Child (New York: Houghton Mifflin Co., 1951). p. 12.

Part Two

The second part of the Guide includes several appendices:

- Initial Activities, experiences which have practical value for use during the first days of class
- Dolch's Word List, 220 most commonly used words
- Common Errors, a basic list of common speech errors
- Manuscript Form, the standard pattern
- Proofreading Symbols, for use in grading written work
- Information Concerning Dropouts, material to be used by students in preparing graphs and charts
- Sample Teaching Units
  - Orientation
  - Rules of the Road
  - Heroism.

The three samples of the teaching unit approach to some phases of the language arts program utilize various sources of instructional material: "Orientation to the Secondary School," which is based on the local student handbook; "Rules of the Road," which is structured around the Illinois publication for drivers; and "Heroism," which is a thematic approach based on inspirational selections from literature. In using the unit approach, the teacher will wish to become acquainted with the total unit before beginning the actual work in the classroom. All of the teaching units are organized under the following headings: Initiating Stage, Development Stage, Culminating Stage.

The Class and the Teacher

The atmosphere of the classroom is of prime importance to the success of the remedial program. The students should have the respect and acceptance of the teacher and of their classmates. These are not "problem children," but students who have found themselves unable to cope with the average program. It is important that the teacher be an optimistic person and exhibit a positive outlook in order to assure the students of their future success. The students should know that this classroom situation is one in which they can operate successfully without fear of failure or criticism. In addition the classroom environment should be conducive to the active participation of all students in the learning situations. The students must experience success. The activities in which they engage and the materials they use must be at a level at which they can function adequately.

Interest is a highly important factor in the learning situation; therefore, the purpose of each activity must be apparent and vital to the students. A variety of techniques is desirable to procure the pleasurable practice necessary to reinforce the learning of the students. It will be noted that there is considerable repetition of the same topic in various activities. In order for the slow learner to grasp the material, it is necessary to present the same idea or concept in a variety of ways. Every skill must be consistently reinforced. Modern instructional aids may be effectively used to stimulate interest and extend the span of attention.

Competition is a prominent feature of modern life. It may be utilized in small congenial groups within the classroom if each student has a real chance of success. Selection of students for work in such groups must be made carefully.

Progress is a dynamic motivating factor. It should be demonstrated frequently and graphically to the students. Materials with which the students work should be chosen deliberately to provide successful experience. When the students are able to move to more advanced material, the step upward should be limited enough to maintain security while moving forward.

Goals for the class should be derived mutually by students and teacher. Short-term goals are necessary for slow learners. Goals should correlate with the maturity level of the students and be related to their vocational, academic, and social needs.

An enthusiastic and sympathetic teacher who is well informed in the content of the course is the primary factor in promoting improvement in the language arts. The teacher who is creative and flexible will contribute much impetus to the growth of the slow learner.

A pattern of a busy, efficient classroom will emerge if work on a specific program is started immediately and a consistent general procedure is maintained. Slow learners respond to a disciplined, well-organized routine and react favorably to the smooth operation of a classroom established by a competent teacher.

Teachers frequently find it helpful to have some data to guide them in their thinking about anticipated rate of growth on the part of students. The quotation from Brueckner and Bond which appears on the following page may provide some interesting information.

SPECIAL ADJUSTMENTS FOR THE SLOW-LEARNING CHILD

There are many children who are developing in reading at a slow rate who are actually not disabled in reading. They do not have a learning difficulty. For such children, poor reading is really a part of a more general limitation. These children lack abstract, verbal intelligence and they cannot be expected to develop in reading capability as rapidly, nor can they be expected to develop as much capability as can the average child. The children under consideration are not mentally defective but are classified as slow learners. Their IQ's range from 70 to 95. They make up approximately 27 per cent of the population. Some of these children may be both mentally retarded and reading disability cases. The usual program is not adjusted to their specific needs, and therefore they may get into difficulty because the program advances too rapidly for them and the objectives are not compatible with their abilities.

The following table indicates the reading ability that can be expected of such children under average instruction when they reach the age of 16.

Reading Grade of Slow-Learning Children at 16 Under Average and Superior Instruction

IQ as Measured by the Stanford Binet Scale	Expected Reading Grade at 16 Under Average Instruction	Estimated Reading Grade at 16 Under Superior Instruction
95	8.6	9.5
90	7.7	8.3
85	7.0	7.5
80	6.2	6.7
75	5.4	5.8
70	4.8	5.2

The table also shows the estimated reading grade at the age of 16 under instruction adjusted to the needs of the slow-learning child. This estimation is made on the basis of follow-up studies which have shown that children who were given special instruction could not maintain reading ability very far in advance of their mental age. On the other hand, it was interesting to note, in the individual follow-ups of slow-learning children, that they were able to maintain reading ability somewhat in excess of their mental level.

1. They like work that is repetitive in nature and they profit from drill and rereading.

2. They lack initiative and therefore must be carefully guided in the reading program, their purposes must be carefully set, and suggestions for constructive use of reading must be carefully directed.

3. They are not good planners. They need careful direction in their reading work, more detailed instructions, and more immediate goals for their reading.

4. They are easily discouraged in reading activities. Therefore, materials should be easy enough so that they can feel successful achievement. They should not read for many purposes at one time.

5. They are not able to handle some of the abstract reasoning necessary to read critically, to evaluate, and to interpret beyond the statement made in the reading selections.[2]

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[2] Permission granted to quote from Leo Brueckner and Guy L. Bond, Diagnosis and Treatment of Learning Difficulties (New York: Appleton-Century-Crofts, Inc., 1955), pp. 186-187.

PART I: UNIT 1

APPROACHES TO EXTENDING SIGHT VOCABULARY

Goal

To develop a functional sight vocabulary by improving ability to recognize accurately and rapidly words seen and heard extensively in modern living

- by learning the meanings of the words used each day
- by developing ability to identify the basic sight words
- by utilizing speaking vocabulary, purposes, and interests in selecting words to be learned
- by expanding the number of words recognized rapidly
- by realizing the importance of recognizing and understanding words
- by becoming aware of the possibility of improving reading performance

Content

Words which are important in the daily activities of the students

Words which are presented by the teacher in the development of a concept

Words which the students fail to recognize in their reading material

Activities*

List words found on familiar signs on the street, the highway, the bus, or the subway.

Describe the situation in which each sign is used; discuss the meaning of the sign.

Practice to attain accurate and rapid identifications of the words used on signs.

Employ familiar slogans and popular songs to achieve ready recognition of individual words.

Identify and discuss the meanings of the words found on the forms used in the bank or currency exchange.

Practice to facilitate accurate recognition of the words.

Study an application for a social security number or for a driver's license to become familiar with the words used on these forms.

Discuss the meanings of terms used on the applications and compose definitions for the words.

Compose sentences using phrases made up of basic words.

Practice with phrase cards containing basic words to develop accurate and rapid recognition of the basic words.

Read, for pleasure, materials composed largely of basic words.

Read orally, to a small congenial group of students, selections containing a large percentage of basic words.

Select from the newspaper and from class materials words to be learned. Keep a vocabulary notebook. Use the words learned in class. This last element is of the utmost importance.

---

*Additional activities will be found on pp. 5 to 7.

PART I: UNIT 1

APPROACHES TO EXTENDING SIGHT VOCABULARY

Goal

To develop a functional sight vocabulary by improving ability to recognize accurately and rapidly words seen and heard each day.

Content

Words which are important in the daily activities of the students

Words which are presented by the teacher in the development of a concept

Words which the students fail to recognize in their reading material

Procedure

In any class of slow learners there may be one or more students who recognize only a limited number of words. Such students need to build a basic and functional sight vocabulary. The words the students are to learn should be those they frequently hear and say, those they usually need to read each day.

Any word which is introduced in the development of a concept or which the students fail to identify quickly and accurately should be used in drills and reviewed frequently until it becomes a part of the learner's sight vocabulary. It is essential that each student compile his own list of words to be learned and that he practice for accurate, rapid recognition of those words.

Discussion of the meanings of words may help the students to clarify their ideas. Visual aids contribute to the students' understanding of word meanings. Formulating definitions for words is difficult for the slow learner, but developing the ability to tell what the word means is a skill the students should strive to achieve.

Research indicates that the 220 basic vocabulary words* comprise approximately 67 per cent of the reading materials of the primary grades and 50 per cent of all reading matter. It is essential that the reader recognize these words accurately and rapidly. Pleasurable practice should be provided to assure the ready identification of these words by the students. Wide reading of low-level materials should be encouraged to help the students to develop fluency in the use of these words.

Activities

Encourage the students to compile personal lists of the signs they see each day.
Have the class describe the situations in which the signs are used.
Provide for class discussion of the meaning of the signs.
Have the students copy the signs correctly into vocabulary notebooks.
Provide practice in using each word until it can be recognized accurately and rapidly.
Use each word in original oral and written sentences.

Familiar Signs

Push
Pull
Danger

Exit
No Smoking
Air Raid Shelter

Keep Out
Keep to the Right
Men at Work

Road Signs

Stop
Curve
One Way
Detour
Merge
Bridge
Viaduct

No Parking
Speed Limit
Be Alert
Merging Traffic
Toll Road
Soft Shoulder
No Passing

School, Go Slow
Children Crossing
Stop Sign Ahead
Railroad Crossing
Slippery When Wet
All Lanes Open
Expressway Closed

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*See Dolch's list p. 45 (appendix).

Street Names

- Michigan Avenue
- Lake Street
- Halsted Street
- State Street
- Chicago Avenue
- Madison Street
- Tri-State Expressway
- Edens Expressway
- Congress Highway
- Chicago Skyway

Bus and Subway Signs

- Englewood
- Express
- Howard Street
- South
- North
- West
- Rush Hour
- Stop Here
- Stamp Transfers Here

Familiar Advertising Slogans

Clip from magazines and newspapers the slogans which the students frequently see and hear.

Examples:

Who? What? Where?
You will find it there
In the yellow pages.

Have the students bring in slogans to add to the collection.
Use the slogans to improve ability to recognize individual words.
Have the class locate in the slogan a phrase which the teacher reads, and underline in the slogan the word which the teacher defines.
Have the class compose a definition for a word.
Have the students locate words defined by classmates.
Have the class use the words being learned in original oral and written sentences.

Application Forms

Draw upon the chalkboard, or have mimeographed, a form which might be used as a job application.

Have the students identify such words as name, address, place, date, city, state, employer, company, telephone number, case, accident, notify.
Collect forms used in the bank and at the currency exchange.
Afford practice to assure comprehension and rapid recognition of the words used on the forms.
Secure a copy of an application for a social security number and one for a driver's license.
Encourage the students to utilize such forms to promote accurate, rapid recognition of the words used.
Provide practice in filling out forms.

Popular Songs

The words of a popular song or the school song may be mimeographed or written upon the chalkboard. Have the students locate phrases, identify and define individual words.

Have the class practice for accurate, rapid recognition of individual words and use the words being learned in original sentences.

Basic Sight Words

Phrases composed of two or three of the basic words may be printed on cards. The teacher may find it convenient to use commercially prepared materials such as the Dolch Phrase Cards.

Have the students determine individually with the teacher how many of these phrases can be read aloud in one minute.

Have the members of the class practice independently to increase the number of phrases which can be identified accurately within a minute.

Have the students demonstrate progress to a small congenial group of classmates who are of approximately the same level of reading achievement.

Have the students use the phrases of basic words in oral sentences.

Provide practice to acquire the habit of reading phrases and have the class use in sentences phrases composed of basic words.

Provide opportunities to read for pleasure books with easy vocabularies pertaining to personal interests.

Provide for practice to acquire the habit of reading phrases orally. Books should be selected with teacher guidance from a collection which stresses the basic vocabulary words.

Have each student read a book with easy vocabulary level under a timed situation to determine approximate rate; how many pages can be read by each student in five minutes?

PART I: UNIT 2

APPROACHES TO DEVELOPMENT OF WORD-RECOGNITION SKILLS

PART I: UNIT 2

APPROACHES TO DEVELOPMENT OF WORD-RECOGNITION SKILLS

Goal	Content
To develop the ability to identify unfamiliar words	Aids to word identification
	context clues
	phonetic analysis
	structural analysis

Activities[*]

Encourage the student to use the assistance provided by an author in determining pronunciation of words and their meanings. Select a paragraph from a textbook and point out sentences in which the author furnishes a definition or supplies a synonym. Permit the students to select other sentences in which the author provides such context clues.

List on the chalkboard or have mimeographed words containing a common element or clue. Provide an opportunity for the students to apply this clue as a means of identification of the words. Use such letter combinations as ar as in car.

Examples:

far
star
crowbar
carpenter
part
compartment
department
garden
artist
artillery
artificial
partner
argue
argument
margin
chart

Note: The teacher will wish to be careful in selecting words to be used as examples and in exercises. Combinations of letters which do not match the sounds in the sample words should not be used. For example, in working with the ar combination in this exercise, the teacher would not use peculiar, cellar, dollar because the ar combination in these words does not sound like the ar in the examples. The teacher will wish to use for initial training the words which conform to a generalization. After the generalization has been established, then the exceptions will be considered.

Provide an opportunity for the students to make lists of words containing the same root.

Examples:

play
plays
playing
played
player
playful
playfully
playground
display
displayed
displaying

---

[*] Additional activities will be found on pp. 16 to 31.

PART I: UNIT 2

APPROACHES TO DEVELOPMENT OF WORD RECOGNITION SKILLS

Goal

To develop the ability to identify unfamiliar words

Content

Aids to word identification

- context clues
- phonetic analysis
- structural analysis

Procedure

Independent word-recognition is an essential skill for the students who are to improve their performance in reading. A systematic program of instruction in the recognition and application of context clues and of the elements of structural and phonetic analyses is an important part of a reading improvement program for slow learners. Such a program should be based upon needs demonstrated by the students. Since interest is a highly important ingredient in the learning situation, the teacher may devise many exercises to afford the students pleasurable practice in the development of the word-recognition skills.

Diagnosis

An informal inventory may be used to determine the students' ability to utilize context clues and to apply structural and phonetic analyses as aids to the identification of words. Any skill which the students have acquired should be maintained and extended.

Context Clues

Emphasis upon the idea expressed in a sentence may make the students aware that meaning is a valuable factor in determining the word used by an author. A synonym or a definition within the sentence may constitute valuable assistance in the identification of an unknown word.

Structural Analysis

The root word is the key to structural analysis. A knowledge of prefixes and suffixes contributes to the application of structural analysis; therefore, structural analysis may be taught in connection with the composition phase of this program.

Phonetic Analysis

The phonetic analysis of words should be taught in close correlation with the meaning of words. Words with which the students are familiar, words they use in their speech and hear in meaningful situations, should be utilized in the development of the generalizations of word attack. Auditory discrimination is an important factor in the phonetic analysis of words. Rhyming words may help the slow learner to become aware of the common elements in words.

The oral reading of the students affords much valuable information regarding their word-recognition skills. A record of the words the students fail to identify may be analyzed to determine what elements should be stressed in the program of instruction.

Informal Inventory

Commercially prepared tests may be used to diagnose the students' word-recognition skills but an informal inventory of exercises, such as the following, may be used to ascertain the specific elements with which the students require assistance.

Note: The following exercises pertain to phonetic analysis.

Consonants

To determine the students' knowledge of the sounds of initial consonants, use the following technique.

> Write a word upon the chalkboard, and read to the class a sentence from which a word has been omitted. The word which has been omitted should differ from the word on the chalkboard in the initial consonant only. Have the students write the word which has been omitted from the sentence.
>
> Example: wire
> When something is burning it is on ____.
> A cab you can rent is for ____.
> Every car should have a spare ____.

Vowels (a, e, i, o, u, y)

To determine the students' ability to identify the short sounds of the vowels, use the following informal test.

> Write upon the chalkboard a word with which the student is familiar.
>
> Example: hat
>
> Dictate words which have the same initial and final consonant but a different vowel.
>
> Examples:

hit	hot	hut

> Repeat the procedure using similar groups of words.
>
> Examples:

cut	cat	cot
rod	rid	red
trick	track	truck

Consonant Blends

To determine the students' knowledge of blends, use the following method.

Write upon the chalkboard a list of words which contain blends.

Examples:

drum stop bread plane

Have the students copy the words.
Pronounce words which begin with the blends.
Have the students write the word which has been pronounced next to the one which begins with the same sound.

Examples:

star	play	drink	brick
stand	plate	dress	brown
story	please	draw	break

Proceed in a similar manner with words containing the other blends.

Examples of Consonant Blends:

br, cr, fr, gr, pr, tr, bl, cl, fl,
gl, pl, sl, sc, sk, scr, st, str,
sp, spl, spr, squ, thr

Consonant Digraphs (ch, th, sh, wh, ck, kn, wr, gh, ph, gn)

A spelling test may be analyzed to provide further information regarding the elements which should be included in the program of instruction. This analysis will complete the informal inventory.

Activities

Initial Consonants

To develop the students' knowledge of the sounds of initial consonants, use the following method.

Collect pictures from magazines and newspapers.
Encourage students to designate objects in the pictures which begin with the sound made by a particular consonant.
Encourage the students to collect pictures of objects to illustrate the sound made by each of the initial consonants.
Explain that there are consonants which commonly have more than one sound.

Examples:
c may sound like s.
g may sound like j.
c and k may sound alike.

Vowels

The sounds of vowels are important keys to the identification of words. For vowel exercises, see "Student Resources" related to vowels in Word Attack (Harcourt Brace, 1956).

To help the students improve their knowledge of the sounds of vowels, use the following exercise.

Ask, "What are the smallest words you know?"
List the words the students say.

Examples:
I a me no up my

Call attention to the fact that each word contains a vowel.
Note that the vowels are a, e, i, o, u, and sometimes y.
Develop the generalization that every word in our language contains a vowel.

To help the students to realize that each vowel has a variety of sounds, use the following practice materials.

List upon the chalkboard familiar words containing the letter a.
Pronounce the words.
Have the students listen for the different sounds made by the letter a.

Examples:
hat hate car spare ball saw

To familiarize the students with the short sound of a, use the following exercise.

Pronounce numerous one-syllable words containing the vowel a.
Demonstrate that the vowel a usually says what it does in apple.

Examples:
bat cab man bag hand strap
track rang plan drag stand clap

Have the students supply words which rhyme with each of the above words.
Use word meanings as part of the exercise.

The slow learner should be helped to realize the value of the sound of the vowel in determining the pronunciation of longer words.

To provide this assistance, use the following technique.

List on the chalkboard longer words which contain the short sound of a.
Encourage the students to suggest other words which begin with the short sound of a.

Examples:
accident address angle
application ammunition answer
absent agriculture assignment

Give an oral definition of each of the words.
Have the students locate the words defined.
Encourage members of the class to formulate oral definitions for the words.
Have the students use the words in oral sentences.
Present paragraphs which have a large number of words containing the short sound of a.
Have students practice reading these paragraphs.
Encourage them to read paragraphs orally to the group.

Presentation of middle vowels should be delayed until the students are thoroughly familiar with the short vowel in an initial position.

The short sound of i may be presented in a similar manner. The letter i usually says what it does in the word in.

To provide experience in working with this generalization, use the following exercise.

Proncunce familiar words containing the short i sound.

Examples:
win hit Miss him crib
hid big Dick trip knit

Have the students write words which rhyme with those listed above, stressing the meanings of the words.

Select from the students' speaking vocabulary longer words which contain the short sound of i.

Examples:
important ignorant middle
inoculate sister minimum

To help the students distinguish between the short sounds of a and i, use the following practice materials.

Write pairs of words, such as the following, upon the chalkboard.

Examples:
hat hit bat bit sat sit
big bag trip trap him ham

Have the students use one of the key words in a sentence.
Copy the key word used in an oral sentence.
Define a word and have the students copy the word that matches the definition. Use other words similarly.

Present the short sound of o.

Collect pictures of animals whose names contain a short o sound. Use these to promote auditory discrimination. Practice correct pronunciation of these names.

Examples:
ox octopus ostrich otter robin

Have the students copy the following example words from the chalkboard.

Examples:
box top rob rod hot

Read aloud a list of words which rhyme with these. Have the students write each dictated word under the example word with which it rhymes. For example, dictate the following words in scrambled order:

fox
sox
box
stop
chop
drop
cob
job
knob
nod
pod
shod
got
not
lot
block
clock
stock.

Select longer words containing the short o sound from the students' speaking vocabulary.

Examples:
operator
operation
opposite
occasion
occupation
opportunity
oculist
office
official

To assist the students to develop familiarity with the short sounds of a, o, and i, use the following exercises.

Use words in which a, o, or i are used.

Examples:

an	on	in
lack	lock	lick
stack	stock	stick
flap	flop	flip
tap	top	tip
sack	sock	sick

The sound of u may be presented through pictures.

Examples:

umbrella

umpire

Say or write words which rhyme. Use practice materials such as the following.

Examples:

up

but

under

run

tub

hum

Introduce longer words with the short sound of u.

Examples:

umpire

unarmed

unfinished

utter

uncommon

understand

upstairs

usher

trumpet

number

custard

plumber

Provide practice with words containing a, i, o, and u, in the following way.

List words on the chalkboard.

Use one of the words in a sentence.

Have the students copy the word which has been used.

Examples:

hat	hit	hot	duck
bag	big	cot	bug
cat	rib	rob	rub
tack	tick	dock	cut

The short sound of e should be presented after the students have become familiar with the short sounds of the other vowels. The short sound of e is usually the most difficult sound for students to distinguish. Present the short sound of e by listing and pronouncing familiar words containing the short sound of e.

Examples:

end

empty

men

get

Provide practice in applying the short sound of e in longer words.

Examples:

envelope

escape

engineer

embarrass

episode

emigrant

enlist

employment

encyclopedia

Generalizations

To develop the generalization that a vowel may say its own name if it is followed by a single consonant and a final e, use the following exercises.

Present similar pairs of words which conform to the generalization.

Examples:

hat	hate
not	note
rid	ride
cut	cute
pet	Pete

See "Student Resources," pp. 62-63, in Word Attack. (Harcourt Brace, 1956.). This text contains a long list of words which may be used by the students.

Present exceptions to the generalization after it has been well established.

Develop the generalization that a vowel may say its own name, if another vowel comes after it.

Examples:

cot	coat
bat	bait
met	meat

Provide practice to assure the application of the generalization.

List longer words in which the generalization may be applied.

Examples:

training coaching approach appraise
complain dreaming drainage daily
maintain appeasement appeal beacon

Blends

Pictures of objects whose names begin with blends may be used to improve the students' ability to distinguish the sound made by a combination of two or three consonants. To provide practice in using blends, use the following practice materials.

Present the pictures and encourage students to sort them so that those beginning with the same blend are together.

List words beginning with various blends. Pronounce other words beginning with these blends. Have students indicate which words begin with the same blends.

To develop familiarity with the blends, use the following exercises.

Write on the chalkboard and have the students copy the first four words.

Examples:

drum	stop	bread	plane

Pronounce the following words and have the students record a mark under the word which begins with the same blends as the word which has been pronounced.

Examples:

stand	brake	please	broom	platter
draw	brown	drink	step	drag

Teach other consonant combinations.

Examples:

bl, fl, gr, fr, spr, str, gl, pr, sp, tr

Write a list of words using these blends on the chalkboard. Have the students copy them. Explain to the students that they are to write another word next to each word in the list, and they are to change only the first two letters.

Examples:

I am thinking of something that rhymes with clamp. You put it on a letter. (stamp)

drop-stop plum-drum trim-brim blue-true

Digraphs

The four digraphs (ch, sh, wh, th) are difficult to distinguish. Much oral practice must be employed to enable the students to recognize the sound of each of these letter combinations. The th digraph is used in both voiced and voiceless forms: voiced, there; voiceless, three. Collect pictures of objects whose names begin with each of the four digraphs. Encourage individual students to pronounce the names of the objects.

When the students are familiar with each of the digraphs, exercises similar to the following may be used.

Write letters upon the chalkboard which will form a word when ch is added to them.

Examples:

ea__
rea__
__ase
mu__
__ain
cat__
bran__
__air
tea__
mat__
bea__
su__

Pronounce each word and have the student write it.
Allow a student to erase a word he defines or uses in a sentence.
Include sufficient opportunities for practice with words of one syllable to insure accurate identification of sounds.

The procedure may be repeated with words containing sh.

Examples:

fish
shoes
shape
brush
shut
ship
show
shade
short
shop
dish
wish

Words containing wh may be used in similar exercises.

Examples:

wheel
why
white
when
while
which
where
whip
whine

Similar practice with the speech blend th may be used to promote the students' auditory and visual discrimination of this element. Some th combinations are voiced, some are voiceless.

Examples: (Voiceless)

thumb
thing
think
tenth
thank
month
teeth
cloth

Examples: (Voiced)

mother
this
these
them
that
than

Develop an understanding of the fact that the letter r modifies the sound of the vowel it follows (ar as in tar, er as in her, ir as in girl, or as in for, ur as in fur).

To familiarize the students with these modifications, use the following exercises.

Write upon the chalkboard words such as the following.

Examples:

car arm part park yard

Have students pronounce words which rhyme with the words listed above. List one-syllable words which contain ar.

Examples:

art
army
arch
harm
charm
farm
cart
part
start
dark
bark
[illegible]
card
hard
lard

Use longer words to help the students realize the value of the ar clue.

Examples:

argument
artist
armament
participate
arsenal
chart
compartment
article
artificial

Present the or clue in known words.

Examples:

horn
morning
corn
torn
born
worn

Encourage the students to apply the or clue as an aid to identification of new words.

Examples:

organize
fortunate
ordinance
organization
afford
orchestra
former
ordinary
ornament
aviator
instructor
storage

Stress the meanings of the words.
Have the students use the words in sentences, and encourage them to formulate definitions for each word.

In a similar manner develop the er, ir, and ur clues.

Examples:

brother
her
serve
stern
service
sir
bird
third
thirsty
stir
curtain
fur
hurt
hurry
turn

Encourage students to apply these clues in analyzing the sounds of unfamiliar words.

Stress the meanings of the words.

Examples:
thermometer perfume performance percolator
certificate sirloin perimeter perpendicular
circumstance circular thirteen thirty
urgent curve surrender furniture

Irregular Vowels

Before presenting the irregular vowel, review the generalization that usually when two vowels occur together the first one has its long sound and the second is silent.

Examples:
coat rain fruit teeth pie

State that there are exceptions to the rule.

Diphthongs (vowel blends): two vowel sounds giving the impression of one speech sound.

Introduce the irregular vowel diphthongs (oi, oy, ou, ow, ew, au, aw, ea, oo). Stress the meanings of the words as the students employ the diphthongs as clues to the identification of words.

Examples:

oi	oil point	boil appoint	coin appointment
oy	boy employ	toy employment	decoy enjoyment
ou	out mountain	cloud thousand	about council
ow	cow shower	plow flower	now coward
ew	Eugene	Europe	eulogy

Vowel Digraphs

Introduce the vowel digraphs presenting the regular forms previous to the irregular forms.

Regular - first is sounded, second is silent;
ai, ea, ee, oa, ay

Irregular - two vowels, or a vowel followed by a w, representing one speech sound; neither is heard as its own speech sound; a new speech sound is formed

Examples:

oo as in boot   ea as in head
oo as in book   ow as in blow
au as in naughty   aw as in saw

To determine the students' ability to distinguish the sounds of digraphs, use the following technique.

Write words containing initial digraphs.

Examples:

church   ship   whale   thumb

Have the students copy the words.
Pronounce for the students other words which begin with digraphs.
Have the students place a mark beneath the word which begins with the same digraph as the word which has been pronounced.

Examples:

chair   white   chin   show
shop   chain   shine   why
when   child   while   share

If exercises such as those described above indicate that the students are not familiar with the sounds of consonants, vowels, blends, or digraphs, the teacher should provide training to assist them to develop this knowledge.

Each of these letter combinations represents one speech sound: ew, au, aw, ea, oo.

Examples:

ew	new	dew	few
	view	mew	pew
au	auto	author	audience
	automatic	audition	auditorium
aw	saw	draw	straw
	awkward	awning	thaw
ea	head	bread	thread
	instead	ahead	dead
o͞o	too	room	broom
	soon	spoon	tooth
o͝o	book	took	good
	wood	foot	stood

To develop the students' realization that letters may be silent, use the following exercises.

On the chalkboard present words in which certain letters are silent.
Have students underline the letters they do not hear.
Encourage students to search for words similar to those which have been introduced.

Examples:
night light fight bright
knife know knee knock
write wrong wrap wreath

To develop an awareness of the soft sound of the letter c when it is followed by i or e, use the following practice materials.

Present a list of known words in which c is followed by e or i.

Examples:
city citizen certain
cent central century
medicine police cereal

Develop the understanding that the letter g may have a soft sound by using the following exercises.

Upon the chalkboard write a list of known words containing ge or gi.
Present orally the definition of the words.
Have the students locate the words which are defined and compose oral sentences using the words.

Examples:
gentleman general bandage
engine manager message
orange college package

Have students practice the pronunciation of words in which g has the sound of j because it is followed by the vowel e or the vowel i.

To develop a knowledge of the sound made by ph, use the following method.

Present a list of words containing ph.

Examples:
phone paragraph physical
physician photograph emphasize
pharmacist elephant phrase

Have the students use the words in sentences.
Have them use as many of the words as possible in a paragraph.
Be certain the students use the words in meaningful ways.

Syllabication

To develop the realization that words may be divided into parts, use the following practice exercises.

Develop auditory recognition of the fact that some words may be made up of two other words.

Present a list of compound words, being careful to choose examples in which the pronunciation of each word is the same in the combination as it is when it is alone.

Examples:

newspaper	bedroom	grandfather	freshmen
raincoat	mailbox	fireman	doorbell
sailboat	airplane	baseball	birthday

Have the students pronounce the words.

Encourage the students to suggest other compound words.

Examples:

baseball	fireman	railroad
airplane	newspaper	sailboat

Present pictures of objects, the names of which are composed of two syllables.

Examples:

railway	doctor	highway
candy	table	ladder
hammer	apple	paper
baby	circus	rabbit
letter	ribbon	candle

Develop the understanding that many words are made up of parts called syllables.
Pronounce words of more than one syllable.
Have the students determine how many syllables the words contain.

Write on the board a list of words containing two vowels but only one vowel sound.

Examples:

bone	boat	cake	rain

Develop the concept that a word that contains only one vowel sound is a one-syllable word.

Develop the generalization that, when two vowels sounds are separated by two consonants, the word is divided between the consonants.

Present words which have two vowel sounds separated by two consonants.

Examples:

sum/mer	let/ter	pen/cil
win/ter	but/ter	com/mon

Provide much practice in dividing similar words to which this generalization applies.

Help students to realize that, in syllables of one vowel which end in a consonant, the vowel has its short sound.

Demonstrate the generalization that, when a word contains two vowel sounds separated by a single consonant, the consonant joins the second vowel in forming a syllable.

Examples:

mu/sic ti/ger pa/per no/tice fe/ver

Present a group of words which contain two vowel sounds which are separated by a single consonant.

Examples:

hotel pilot lady humor meter

Point out the fact that, when a syllable ends in a vowel, the vowel frequently says its own name.

Provide sufficient opportunity for the students to apply this generalization so that they may use it as an aid to word identification.

Spelling Magic I, II have been prepared for use in the development of word-recognition skills and may be a valuable source of additional information and suggestions for practice exercises. See Textbook List, page 132.

Note: The following exercises pertain to Context Clues.

Encourage the students to use the assistance provided by an author in determining pronunciation of words and their meanings.

Select a paragraph from a textbook and point out sentences in which the author furnishes a definition or supplies a synonym.

Permit the students to select other sentences in which the author provides such context clues.

Assist the students to become aware that the use of a word is a valuable key to the identification of that word.

Write upon the chalkboard a list of words pertaining to a subject in which the students are interested.

Define a word in the list and have the students identify it.

Encourage the students to define the other words.

Employ contests and games to provide additional practice with the words.

Help the students to identify words which the author may use to introduce a synonym or a definition.

Examples of use of introductory words:

A chameleon is a lizard.
A marionette is like a small doll.
The air that surrounds the earth is called the atmosphere,
"Popular" means liked by most people.
The man who calls the balls and strikes is the umpire.
A barometer, which is an instrument used by scientists, measures air pressure.
The faculty consists of ten teachers and a principal.

Key to example sentences:
is, is like, is called, means, who, which, consists of

Matching Exercise (Definitions)

1. vehicle	(a) a rule or law
2. license	(b) found guilty
3. ordinance	(c) the breaking of a law
4. violation	(d) a car, bus, or wagon
5. convicted	(e) come to an end
6. intersection	(f) people and cars moving along a street or road
7. requirement	(g) a written request
8. traffic	(h) a card or paper used to show a right or privilege
9. application	(i) place where two roads cross
10. expire	(j) things one must have

1. telephone	(a) signature
2. photograph	(b) doctor
3. pharmacy	(c) picture
4. physician	(d) instrument which may transmit speech
5. autograph	(e) drug store

Definitions of Words in Context

1. The car hit the pedestrian who was walking across the highway.

2. The judge revoked the driver's license; he took away the man's right to drive.

3. He made an error in the arithmetic problem, and the mistake took ten points from his mark.

4. It was a temporary job which he knew would last only a short time.

5. His license is valid; it is good until next year.

Matching Exercises (Words in Context)

1. pedestrian
2. revoked
3. error
4. temporary
5. valid

(a) mistake
(b) good, satisfactory
(c) one who is walking
(d) last for a short time
(e) took away

Help the students to realize that meaning and visual clues may be combined to facilitate the identification of words.

List upon the chalkboard words containing an element which is being taught.

Define a word and have the students identify it.

Require students to correct each error they make in comprehension exercises. Frequently they will find that they made mistakes because they did not understand the meanings of words. Help the individual student to utilize context clues as an aid to the identification of the words which cause his errors.

Note: The following exercises pertain to Structural Analysis.

Provide an opportunity for the students to make lists of words containing the same root.

Examples:

play
plays
playing
played

player
playful
playfully
playground

display
displayed
displaying

Help students to understand that a prefix or suffix may change the meaning of a word.

Examples:

happy	unhappy
please	displease
secure	insecure

PART I: UNIT 3

APPROACHES TO STUDY OF THE SKILLS OF COMPREHENSION

PART I: UNIT 3

APPROACHES TO STUDY OF THE SKILLS OF COMPREHENSION

Goal	Content
To improve ability to understand what is read by recognizing the main ideas of selections by improving ability to recall details by learning to define words accurately by developing skill in recognizing organization by learning to follow directions by realizing the importance of making correct inferences by utilizing study skills effectively	The skills of comprehension in relation to the vocational, social, and citizenship needs of the students

Activities*

Help the students to improve their ability to recognize the main idea of a selection.

Make a collection of pictures that portray interesting activities.
Have the students compose titles for the pictures.

Read a paragraph to the class.
Have the students compose a title for the paragraph.

Read to the class clippings from a newspaper.
Encourage the students to compose a headline for each clipping.

Have the students write a summary of a newspaper report of a sports event or of a current event.

Clip paragraphs from newspapers and magazines. Have students read the paragraphs and classify the information they contain. Use the following headings to classify information: Who, When, Where, What.

Write upon the chalkboard a list of "causes" and one of "effects." Require the students to match them.

1. The ball game was called off
2. John lost his job
3. The jet plane crashed
4. The train was late
5. They lost the football game

a. because of a snowstorm.
b. because the quarterback was injured.
c. because he was absent too often.
d. because of rain.
e. because it hit a high-tension wire.

Answers: 1d 2c 3e 4a 5b

Students should write the complete sentences as answers.

Assist the students in the formation of inferences. It is essential that the slow learners be given help in developing reasoning ability. Utilize every opportunity to have them determine why an incident occurred or why a character behaved in a certain manner. Encourage them to speculate upon what happened next. Promote a discussion of the reasons for the answers.

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*Additional activities will be found on pp. 38 to 42.

PART I: UNIT 3

APPROACHES TO STUDY OF THE SKILLS OF COMPREHENSION

Goal

To improve ability to understand what is read

Content

The skills of comprehension in relation to the vocational, social, and citizenship needs of the students

Procedure

The maturity level of the students enrolled in this course may differ drastically from the level of their reading achievement. Failures may have caused the students to develop undesirable attitudes and habits. Each student must be convinced that reading improvement is possible, desirable, and necessary for him.

Reading skills which the students have developed should be utilized and extended. The skills in which the students are deficient are best taught in situations which are related to the learners' purposes and interests. Reading skills develop slowly and require much practice.

Materials pertaining to the students' interests should be available. The level of the materials used at the beginning of the program by the students should be approximately one year below the reading level indicated by the test results, so that success is assured.

The use of individualized materials in reading will result in improved skills only if the teacher is actively guiding, correcting, encouraging, and teaching the students.

Reading is a communication skill; sharing reactions, information, and enjoyment is a part of reading. Group experiences which encourage the participation of all students are highly desirable. Graphs and charts may be used to keep the students aware of their progress. Students who demonstrate the ability to use materials of one level effectively should be encouraged to try materials of greater difficulty.

Activities

Help the students to improve their ability to recognize the main idea of a selection.

Make a collection of pictures that portray interesting activities.
Have the students compose titles for the pictures.

Read a paragraph to the class.
Have the students compose a title for the paragraph.

Read the class clippings from a newspaper.
Encourage the students to compose a headline for each clipping.

Read a short selection to the class.
Ask the students to answer the questions:
Why did the man write this article?
What is he trying to tell us?

Practice this type of procedure to help the students to develop an understanding of the method used in determining the main idea of a selection. Use selections from the text to summarize main ideas.

Help the students to improve their ability to recall details.

Write upon the chalkboard a summary of a current event such as a missile launching.
List questions pertaining to the information contained in the article.
Have students answer the questions.
Have students compare and discuss their answers.

Clip paragraphs from the newspaper and magazines.
Have students read the paragraphs and discuss the information they contain, using the following headings to classify information: Who, When, Where, or What.

Use selections from the text as a source of statements of details.

Have the students write a summary of a newspaper report of a sports event or of a current event.

Check the summary to note the number of important details which are recalled.

If students fail to understand the meaning of a word, help them to find a definition in the sentence or a synonym in the paragraph. Encourage them to consult a dictionary when they are not certain of the meaning of a word.

Write upon the chalkboard a short account of a recent sports event. Omit key words. Encourage the students to supply the correct information. Write it in the proper space. In the exercise below, words which are to be omitted are underscored.

> Saturday the White Sox played the *New York Yankees*. *Early Wynn* pitched the first game. He held the *Yankees* to *two* hits. The score was tied in the *ninth* inning. There were two men on base and two *outs*. Fox was at bat. He hit a *home run*. The final score was *White Sox*, 4; *Yankees*, 1.

Allow several students to read aloud the completed account of the game. Have a student go to the board and erase individual words pronounced or defined by the other students. Continue the exercise with the following paragraph.

> Bill Pierce *pitched* the second game. He allowed the Yankees *five* hits. They scored *two* runs. The White Sox made *three* hits, but they failed to score. The teams split the double header.

Instruct the students to copy the word which rhymes with each of the following:

trouble	(double)	knee	(three)
more	(score)	sailed	(failed)
name	(game)	beams	(teams)
dive	(five	ditch	(pitch).

If the students fail to understand an author's idea, require them to read a sentence and "translate" it into their own words. When they are able to make these "translations," have them practice the technique with paragraphs. This method requires the students to think about the ideas expressed by an author.

Check reading exercises promptly.
Require the student to correct every error he makes.
Note and discuss the reasons for his errors.
Discuss these reasons with the students.

If the errors are due to carelessness, form a contract with the student. If he can achieve 100 per cent accuracy on ten consecutive exercises, he may advance to a more difficult book. Many useful materials are available.

An example of this kind of material is the series of books titled Practice Exercises in Reading, written by Arthur I. Gates and Celeste C. Peardon and published by the Bureau of Publications, Teachers College, Columbia University, New York. There are sixteen volumes in this series, divided into the following sections: Book III, for less than average fourth grade reader; Book IV, for the fifth and sixth grade reader; Book V, for the eighth grade reader; Book VI, for the eighth grade and junior high school reader. Each of these sections contains four subsections (in separate volumes) which are devoted to the following areas: Type A, reading to appreciate the general significance of a selection; Type B, reading to predict the outcome of given events; Type C, reading to understand precise directions; Type D, reading to note details.

It is advisable to use the books in the following order: D, A, C, B. It is easier for the student to recall details than it is for him to form generalizations. Following precise directions is easier than predicting outcomes or forming inferences. Part C of each book is best used by groups of students who may discuss the activities and engage in the games.

If the students' errors may be attributed to faulty word recognition, encourage them to apply the phonetic analysis which they are taught. Provide much opportunity for them to read orally so that this may demonstrate the usefulness of phonetic clues as an aid to the identification of words.

Organization

The ability to organize information obtained through reading is an important skill because it contributes to effective study in the content areas. The slow learner must be given help in determining relationships of cause and effect; he needs assistance in determining the sequence of events, and he must be guided to note which details may be utilized to support a conclusion.

Have the students read a report of a news event. List the incidents upon the board in an order other than that in which they actually occurred. Have the students copy the statements in the order in which the incidents did occur.

Have students read an account of a method of making some article. Have them state what must be done first and list the other steps in the proper sequence.

Have the students read a selection that is well-organized. Write upon the chalkboard a simple outline of the article. Write the main topics. Designate the number of subheadings, and require the students to determine the words or phrases to be used under each main topic.

Repeat the procedure described above, but omit the main topics. Assist the students in the selection of the concepts.

Directions

To develop the ability to follow directions, the teacher may:

- collect commercially prepared directions
- encourage students to add to the collection
- write upon the chalkboard directions for a game
- have students compose directions on how to reach a given destination.

Inferences

The formation of inferences is very difficult for the slow learner, fc he must search for hints and apply reasoning ability to determine why an event happened. He must combine important facts to conclude what might happen next.

Assist the students in the formation of inferences. It is essential that the slow learners be given help in developing reasoning ability. Utilize every opportunity to have them determine why an incident occurred or why a character behaved in a certain manner. Encourage them to speculate upon what happened next. Promote a discussion of the reasons for the answers.

Reading for Understanding, Science Research Associates, Exercises 1-10 (40 cards of 10 questions each) may be used with students who have reading ability as low as fifth-grade level and need to develop skill in forming inferences.

Study Skills

The effective use of reading as an aid to successful achievements in the work done in regular classes is highly desirable. One of the aims of a course in reading improvement is to develop the student's ability to learn through reading. The teacher will provide instruction which will help the student to use textbooks in an effective manner.

Select a chapter from one of the textbooks used in a class in which the students are enrolled; i.e., General Science. Explain the survey procedure. Have the students:

read the title of the chapter
read the headings
examine the pictures and graphs
read the summary at the end of the chapter.

Discuss with the students the information acquired during the survey.

What is the subject of this chapter?
What do you know about this subject?
What do you want to find out about it?

Change each heading into a question. Have the students read to find the answer to that question. Have the students answer the question. They must recall what they have read in order to answer correctly. Proceed in a similar manner until the entire chapter has been studied.

Review the material by having the students again answer the questions they formed from the headings. Require the students to review the information each day until they have learned it.

Provide vocabulary exercises to facilitate the recognition and comprehension of words used in the students' class in mathematics.

Encourage them to bring to the class a "story" problem that they find difficult. Help them to read the problem to determine:

What do we know?
What do we wish to find out?

Utilize graphs and maps found in the students' textbooks to assist them to comprehend the information they contain.

PART I: UNIT 4

APPROACHES TO DEVELOPMENT OF ORAL READING ABILITY

PART I: UNIT 4

APPROACHES TO DEVELOPMENT OF ORAL READING ABILITY

Goal	Content
To improve performance in reading aloud	Materials of a level at which the students can read independently
	Selections from instructional materials which may be used to verify information or prove a point to the class
	Materials which are best appreciated and enjoyed when shared orally

Activities*

Oral reading should be utilized during each period devoted to reading.

Have the students read aloud to:

- verify an answer to a question
- share information
- promote appreciation
- share humor or suspense
- apply the word attack skills
- demonstrate improvement.

PART I: UNIT 4

APPROACHES TO DEVELOPMENT OF ORAL READING ABILITY

Goal

To improve performance in reading aloud

Content

Materials of a level at which the students can read independently

Selections from instructional materials which may be used to verify information or prove a point to the class

Materials which are best appreciated and enjoyed when shared orally

Materials which may be used to demonstrate to the students the improvement derived from the development of their sight vocabulary

Materials which may be used to assist the teacher in determining the students' needs

Materials which may be used to encourage the students to apply the word-recognition skills they are developing

Procedure

Oral reading:

- may be used by small groups of congenial students who are at approximately the same level of reading achievement
- should be done before the class on a voluntary basis only
- may be done with the teacher's assistance by individual students who are severely handicapped in the ability to read aloud

must be used extensively with the students who have limited ability in reading

should be done with the same fluency as that with which the students speak

should relate the melody of speech to the printed form.

Activities

Oral reading should be utilized during each period devoted to reading.

Have the students read aloud to:
- verify an answer to a question
- share information
- promote appreciation
- share humor or suspense
- apply the word-attack skills which they are developing
- demonstrate improvement.

PART I: UNIT 5

APPROACHES TO IMPROVEMENT OF RATE OF READING

PART I: UNIT 5

APPROACHES TO IMPROVEMENT OF RATE OF READING

Goal	Content
To develop the ability to adjust the rate of reading to suit the purpose of the reader	Materials of a level at which the students have received instruction and achieved understanding

Activities*

Have the students read interesting materials with easy vocabularies in a timed situation and keep a record of their reading rate.

Have the students make an effort to read phrases rather than words.

Encourage the students to attempt to "break the sound barrier" by looking at words and thinking of the meaning without saying the words.

Have the students practice reading for ideas.

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[*] Additional activities will be found on pp. 54 to 55.

PART I: UNIT 5

APPROACHES TO IMPROVEMENT OF RATE OF READING

Goal

To develop the ability to adjust the rate of reading to suit the purpose of the reader

Content

Materials of a level at which the students have received instruction and achieved understanding

Procedure

As the students improve in their ability to recognize words, and as they develop an understanding of the meaning of what is read, their rate of reading improves.

The students should become aware that they may increase their rate of reading by a conscious effort to read more rapidly the easier materials which they read for pleasure. The students may realize that by concentrating upon the ideas expressed in a selection they improve their comprehension and their rate. As the students proceed to higher levels of instruction, they should be encouraged to develop fluency at each level with which they have demonstrated successful achievement.

Activities

Have the students read interesting materials with easy vocabularies in timed situations.

Help the students to keep a record of their progress in words per minute or approximate time per page.

Teach the students to make an effort to read phrases rather than words.

Have the students practice reading for ideas.

Encourage the students to attempt to "break the sound barrier" by looking at words and thinking meaning without saying the words.

Commercially prepared materials are available for use in improving rate of reading, but certain precautions should be observed in using them. Care should be exerted to discourage guessing and to prevent the development of careless habits.

Example:

> It is suggested that in using the Standard Test Lessons in Reading, McCall-Crabbe, that
>
> > the exercises be used with the three-minute time limit suggested by the authors
> >
> > the students be credited with only the correct answers they obtain within the time limits
> >
> > the group discussions of answers be used to provide valuable evidence of the students' needs:
> >
> > (a) words they fail to recognize
> > (b) words the meaning of which were not known
> > (c) careless reading habits.

PART I: UNIT 6

APPROACHES TO RECREATIONAL READING

PART I: UNIT 6

APPROACHES TO RECREATIONAL READING

Goals

To develop desirable attitudes toward reading

To develop the habit of reading for pleasure

Content

Materials which are attractive and which pertain to the interests of the students

Materials which the students are able to read with comparative ease

Materials which contribute to the students' enjoyment of reading

Materials with which students should become familiar as part of their literary heritage

Activities*

Present to the class a story related to a topic in which the students have a vital interest. Read or tell a portion of the story to the class. Allow time in class for the students to read the remainder of the story.

Present a question designed to stimulate group discussion. Provide time for the students to discuss their reactions to the story.

Allow students to read individually stories which they have selected with guidance.

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[*] Additional activities will be found on p. 61.

PART I: UNIT 6

APPROACHES TO RECREATIONAL READING

Goals

To develop desirable attitudes toward reading

To develop the habit of reading for pleasure

Content

Attractive reading materials pertaining to the interests of the students

Materials which the students are able to read with comparative ease

Experiences which contribute to the students' enjoyment of reading

Procedure

The enthusiastic and sympathetic interest of the teacher is a very important factor in the students' development of the habit of reading for enjoyment. The real test of achievement in reading is the change in the students' attitudes toward reading. The availability of a large quantity of attractive materials which present few unfamiliar words makes a valuable contribution to the students' reading improvement. The regular class schedule should provide for time allotted to recreational reading. The recommendation of a book by other students is a motivating factor; students are encouraged to read the books their classmates have enjoyed. The presentation of reports upon their readings should be pleasurable experiences conducted in an informal manner with a minimum amount of restriction.

Activities

Present to the class a story related to a topic in which the students have a vital interest. Read or tell a portion of the story to the group. Allow time in class for the students to read the remainder of the story.

Present a question designed to stimulate group discussion. Provide time for the students to discuss their reactions to the story.

Allow students to read individually stories they have selected with guidance.

Encourage the students to write a single sentence "commercial" for the story.

Place upon the bulletin board cards containing students' comments on books they have read.

Stage a contest to determine which students in each group read the greatest number of books.

PART I: UNIT 7

APPROACHES TO SPEECH IMPROVEMENT

PART I: UNIT 7

APPROACHES TO SPEECH IMPROVEMENT

Goals	Content
To improve pronunciation and enunciation	Identification of correct vowel sounds
by learning to pronounce vowel sounds	Identification of correct consonant sounds
by learning to pronounce consonant sounds	Use of voice inflection
by improving voice inflection	
by eliminating common errors	

Activities*

Discuss with the students the value of good speech habits. Stress the need for constant use of correct speech sounds.

Formulate sentences using the words illustrating the particular vowel and consonant sounds which the students need to practice. Have the students read the sentences orally, both individually and in groups. Remind the students to be aware of the sounds and to pronounce them correctly at all times and not just during the exercise periods.

Have the students read simple sentences repeatedly until they have placed the stress on each individual word in the sentence for practice on inflection. Also of value for this purpose is the use of sentences composed of the same initial sound.

Write a group of sentences in which the word or words on which the students are practicing are pronounced and used correctly. Have the students read the list individually and as a class. Repeat these exercises at regular intervals. Start the correction of common errors by concentrating on a particular faulty pronounciation or construction which most member of the class are in the habit of using. (See "Common Errors" in appendix, page 149.)

List the words which the students mispronounce. Include errors which are caused by omissions, additions, or substitutions of sounds. Practice may be carried on individually since all students may not make the same errors.

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*Additional activities will be found on pp. 68 to 78.

PART I: UNIT 7

APPROACHES TO SPEECH IMPROVEMENT

Goal

To improve pronunciation and enunciation by eliminating common errors

Content

Inflection (modulation of the voice, change in the pitch or tone)
Articulation and pronunciation
Usage

Procedure

The students must realize that the ability to speak correctly and clearly is the result of constant practice. Good speech habits must be employed at all times and not merely in the classroom. It is important that any errors in pronunciation, articulation, or usage be corrected as soon as they are noted. Consistent practice of correct forms is essential. All students must be alert to the importance of correcting lazy speech habits and of eliminating the use of incorrect constructions.

After careful analysis, the teacher will compile a list of speech errors common to many members of the class. The teacher may wish to concentrate at first on one error and gradually to add others.

A good way to begin work on speech improvement is to use the tape recorder. Students should plan what they wish to say in order not to waste class time. The teacher may suggest that the students talk about hobbies, sports, their plans for the future, or interesting experiences. Students should be helped to realize that this recording is a sample of how they speak now, and that periodically throughout the year additional recordings will be made to measure improvement. It is important that the teacher have an accurate recording of the voices. The tape recorder is an excellent means of impressing upon the students the need for speech improvement. The teacher may be interested in looking for the following types of errors:

substitution of one sound for another

n for ng, as in goin' for going

d for th, as in dat for that

shift or addition of sounds

liburary for library

atheletic for athletic

omission of sounds

Febuary for February

gonna for going to

zactly for exactly

'em for them

watcha for what are you

Activities

Have the students practice correct use of vowel and consonant sounds.
Have the students form the sounds orally.
Have one of the students read aloud the sample words for each sound.
Have the class read the words orally.
Have the students use the words in sentences and read the sentences orally either individually or as a group.

The majority of students are capable of producing these sounds well. If some students are making careless errors, they can correct them very readily by listening carefully to the correct production. Exact physiological analysis such as is found in these exercises provides a background of information for the teacher and serves as an additional aid in accurate sound production.

Voiceless sounds are light in resonance and tone and originate in the mouth. Voiced sounds involve the vibration of the vocal cords. Have the students place their fingers lightly on their throats. Have the students say the following sounds in pairs p-b, wh-w, f-v, th as in three--th as in there, t-d, s-z, and note the vibration which occurs with the second sound in each pair. The sounds should be exaggerated in order that the students may feel the difference between the voiceless and the voiced sounds.

Consonant and Vowel Sounds

p Close lips lightly. Force air out quickly with explosive sound. This is a voiceless sound.

Examples:

pack	paper	keep
pinch	pepper	leap
pan	trapper	up

b Sound is similar to p except that the vocal cords vibrate. This is a voiced sound.

Examples:

bunch	about	tub
bass	combat	hubbub
below	submarine	club

wh Shape lips as for o͞o. Raise tongue and force air out creating a hw sound. This is a voiceless sound.

Examples:
when
what
where
why
white
whether
whose
whom
who

w Shape for wh sound. Breath is not forced out. This is a voiced sound.

Examples:
will
want
wish
woman
work
word
wool
want
wood

f Place upper teeth on lower lip. Force air out between teeth and lip. This is a voiceless sound.

Examples:
face
fender
food
after
taffy
softer
stiff
cliff
bluff

v Shape as for f. Vocal cords should vibrate. This is a voiced sound.

Examples:
very
variety
vowel
travel
service
reverse
solve
active
involve

th Place tongue under upper front teeth, slightly protruding. Force air gently through tongue and teeth. This is a voiceless sound.

Examples:
thin
thirty
thirst
ether
thing
thank
tooth
month
moth

th Shape as for breath sound th, but force air through tongue and teeth. Vocal cords should vibrate. This is a voiced sound.

Examples:
this
the
that
either
mother
father
smooth
breathe
seethe

t Shape as for d. There is no vibration of the vocal cords. This is a voiceless sound.

Examples:

tiny
tatter
toast
tomtom
butter
letter
outlet
bullet
comment

d Place tongue along upper gum ridge. Lower tongue quickly and force a sharp sound. Vocal cords should vibrate. This is a voiced sound.

Examples:

dance
dirt
desk
sadder
ladder
ladle
lead
reward
card

s Open lips as if to smile. Place tongue along upper gum ridge with sides touching the teeth. Sound passes along a groove in the tongue. This is a voiceless sound.

Examples:

some
select
sold
clasp
sister
lesson
recess
lass
sands

z Shape as for s but vocal cords should vibrate. This is a voiced sound. Include instances in which s sounds like z.

Examples:

zoo
zebra
zero
razor
resort
wiser
repose
rouse
those

n Place tongue along upper gum ridge and force air through nasal passages. Vocal cords should vibrate. This is a voiced sound.

Examples:

never
note
now
penny
gunner
pony
ton
written
button

m Close lips and hum forcing air through nasal passages. This is a voiced sound.

Examples:

mother
math
mint
summer
hump
lump
drum
item
minimum

c Soft c can also be pronounced similar to the sound of s.

Examples:

city
cent
civil
medicine
censor
vicinity
juice
proceed
dance

ŏ Round the lips. Lower the jaw and back of tongue.

Examples:

box
cot
donkey
fox
gossip
got
lot
pop
solve

ä Round the lips and mouth. Hold the tongue flat but slightly raised in back.

Examples:

farmer
car
cartoon
dark
far
garden
marshal
parcel
park

û Part lips but do not round them. Place tip of tongue against front lower teeth and raise tongue in the middle.

Examples:

hurt
fur
curl
murmur
curt
curve
hurry
gurgle
furnish

ē Part lips slightly and draw back as if to smile. Place tip of tongue against front lower teeth and raise front of tongue.

Examples:

teeth
feet
peel
need
reel
reed
seed
weed
bleed

ĕ Shape as for u and a but raise tongue higher.

Examples:

cent
deck
end
gem
jet
best
metal
pen
rent

ŭ Open mouth slightly and naturally. Place tongue against lower front teeth and raise slightly in the middle.

Examples:

up
supper
bunny
butter
cut
fussy
hug
must
puppet

ă Shape as for u but raise tongue slightly.

Examples:

apt
apple
dam
fad
plan
jam
answer
ranch
sandal

ĭ Shape as for $\overline{ee}$ but raise center of tongue.

Examples:

ink
milk
mitten
hill
trip
pin
Italy
rim
sick

ō Round and pucker the lips. Tongue is placed against lower front teeth and humped. Cut sound abruptly.

Examples:

dome
fold
gold
hope
joke
open
post
bold
rose

ȧ Open lips and jaws as if to yawn. Raise tongue slightly in middle.

Examples:

arouse
about
approve
apply
above
along
among
around
addition

l Keeping lips closed, drop jaw. Place tip of tongue along gum ridge, slightly pressed against front teeth. Force air lightly over side of tongue. This is a voiced sound.

Examples:

limp
last
locate
pillow
alley
miller
ball
pill
wall

j Place tip of tongue against upper front teeth. With the teeth closed tightly, force the air between the tongue and the teeth. This is a voiced sound.

Examples:

jam
jest
jump
rejoice
reject
injure
enjoy
adjoin
unjust

g Soft g is pronounced similar to j. It is a voiced sound.

Examples:

gem
gee
general
region
digest
engine
edge
ridge
age

dzh Day d and zh separately and then blend them into one. This is a voiced sound which is closely related to j and g.

Examples:

jam
jealous
gem
jolly
knowledge
wage
voyage
gentle
gym

ng Open lips slightly. Hold tongue high against back of mouth. Force air through nasal passage.

Examples:

sing
thing
knowing
lung
tang
rang
singer
swing
long

n and g These are also separate sounds.

Examples:

congratulate
engrave
Congress
engage
congested
ingredient
congregate
ungrateful
congenial

k Shape as for ng but force air quickly through the mouth with clicking sound. This is a voiceless sound.

Examples:

kick
prick
kind
rocker
maker
flicker
peck
blank
mark

c This is sometimes pronounced in the same manner as k.

Examples:

crow
clap
camp
captain
carton
crane
duplicate
expect
educate

g Shape as for k but vibrate vocal cords. This is a voiced sound.

Examples:

go
grant
gift
bigger
logger
sagging
fatigue
catalog
frog

r Place tongue along sides of upper teeth, tip pointing high. Round lips slightly. Force air from deep in vocal cords. This sound is voiced.

Examples:

ring
raise
row
tomorrow
narrow
surround
terror
tractor
adventurer

h Shape for the vowel following the h. The sound is a slight sigh pushed upward from the throat. This sound is voiceless.

Examples:

hand
hum
hinder
ahem
ahead
ahoy
horse
horn
hold

x This sound is a combination of k and s.

Examples:

box
sox
extra
ax
fox
axle
exhale
exercise
oxford

q This sound is the combination of k and w.

Examples:

quantity
quote
queen
quarter
quick
quiet
quiz
question
quality

y The letter y has three sounds. There are two vowel sounds, i and ē, and the consonant sound y.

Examples:

y	i	i
young	mystery	my
yellow	happily	ally

Have students practice the vowel and consonant sounds by creating nonsense syllables. Repeat the sounds many times.

Examples:

bah bah bah bah bah
bā bā bā bā bā
bē bē bē bē bē
bō bō bō bō bō
bo͞o bo͞o bo͞o bo͞o bo͞o

Vary the initial consonants to form new combinations. Use the same initial consonant and combine it with various vowels.

Examples:

bah bā bē bō bo͞o
cah cā cē cō co͞o

Write sentences using repetition of sounds. Have the students repeat each sentence several times.

Examples:

Did Dick dig deep dirt?
Carl carries cool coke carefully.
Bring Billy back by bus.
Pat Patton picked pretty peaches.
Thelma thought the thoughts through thoroughly.
Tom took Tony to task.
Mary's mother made many muffins.
No news never need nettle.

Some teachers have found tongue twisters to be helpful, and the students enjoy them.

Examples:

The big black bug bit the big black bear.

Peter Piper picked a peck of pickled peppers.
If Peter Piper picked a peck of pickled peppers,
Where is the peck of pickled peppers Peter Piper picked?

Have a student read a sentence stressing the first word. Have another student read the sentence stressing the second word. Continue this process until every word in the sentence has been accented. Assist the class in noting the difference in meaning resulting from the shift of emphasis.

Examples:

Is he going, too?
What is the name of the victim?
Well, I hope he does.
Does he work after school?
I shall see him tomorrow.
Did you say the price was ten dollars?

Many students add sounds to words, shift sounds, or skip sounds. The teacher must watch for these errors and correct the errors immediately.

Examples:

mundy	(Monday)	Febuary	(February)
hata	(had to)	liburary	(library)
gonna	(going to)	theater	(not long ā)
zactly	(exactly)	atheletic	(athletic)

Discuss current news reports of importance or of interest to the students. Refer to samples from TV, radio, or the newspapers. Try to help the students to develop the habit of listening to news reports and of reading the newspapers. They need this type of information and training.

Encourage the students to bring clippings to class and read them orally to the class or prepare them as oral reports.

It is important that the students learn about their community and their country. Have students report on a visit to a museum or zoo, or an interesting section of the city or country. Encourage the students to stress the information gained from the experience.

Have the students bring interesting objects to class and describe how they are made or how they operate. Advise the students to choose a simple topic, to explain technical terms, and to describe the process in a logical sequence.

Some of the supplementary readers contain short one-act plays. Members of the class may be interested in presenting one to the group.

It is interesting to have a class discussion of a current topic, dividing the room in half and having each side take a stand. The teacher may serve as the moderator and call on one group and then the other alternately. Suggested topics may include current events, a possible change in school procedure, or one sport as more enjoyable than another.

Provide telephone situations for the students to practice. The students need experience with this activity. The class may discuss the following items and demonstrate the processes to the class:

how to answer
how to furnish information
what to say if party called is not in
how to take a message
name of person called
time of call
reason for call
whether the person will call again, or if he wishes to be called
telephone number of caller.

When they are calling for information or to place an order, the students should know exactly what they wish to learn or to order. Complete details should be available (measurements, color, cost). The reason for the call should be stated immediately.

Provide opportunities for the students to dramatize in their own words a selection from their reading.

Collect interesting pictures from magazine advertisements or covers. Have the students study the pictures and explain to the class what they think the pictures represent. This may also be done using graphs or weather maps instead of pictures. The students need experience in using these aids.

Have the students orally describe a specific important place, person, or thing and have the class decide what or who is described. It is advisable to give an example first.

Examples:
the principal, the President, the cafeteria,
a science laboratory, the swimming pool

The students need practice in giving directions clearly. Have them start with locations that are familiar to all the students in order that the other students may check on the accuracy of the instructions. See orientation unit on page 178.

Students enjoy preparing and presenting announcements of coming events (school or community). When assisting the students with the preparation of announcements, be sure that the students include all of the necessary facts:

purpose or occasion
time (date and hour)
place
admission fee
appeal to attend.

The students will find practice on the correct procedure for introductions to be most helpful. Have the students practice introducing the following persons:

parents or a parent and a teacher
parent and a friend (boy or girl)
a boy and a girl
a man and a woman.

Students enjoy reading poetry together. References to books on choral reading are included in the list of books for teachers. When selecting a poem choose one which:

tells a story
is not too long
has a decided rhythm
has a decided rhyme scheme
has vivid, descriptive, simple words.

Examples:
- Old ballads
- Jesse James, Unknown
- The Mysterious Cat, Vachel Lindsay
- Casey at the Bat, Ernest L. Thayer

Ask the class to watch a specific TV dramatic program. Discuss these questions in class.

Examples:
- Were the characters lifelike?
- Did the scenery appear real?
- Were the actions and events true to actual experiences?
- Did the play end as the students anticipated?

Students can do very well with questions like these since they do not have to read the play.

Have the boys pretend that they are announcers on TV or radio who are describing an exciting part of a sporting event, or commenting on a startling news item. The girls may wish to represent a fashion expert describing a style show, a famous cook presenting a recipe, or an interior decorator describing a room or home.

The Illinois Bell Telephone Company offers a course known as "Teletraining." Instructional pamphlets as well as use of a telephone communications system for the classroom are furnished on loan for several weeks. There is no charge. These may be obtained by calling the Education Department of Illinois Bell Telephone Company.

PART I: UNIT 8

APPROACHES TO STUDY OF SENTENCE STRUCTURE

Goals

To develop a sense of sentence structure

- by recognizing a sentence as a complete thought
- by identifying fragmentary and run-on sentences
- by recognizing the subject of the sentence
- by recognizing the verb of the sentence
- by developing ability to write sentences

Content

- Recognition of sentence structure
    - Identification of the simple sentence
    - Understanding of the cause of the run-on sentence
    - Recognition of the sentence fragment
- Recognition of sentence elements
    - Identification of the subject
    - Identification of the verb
- Composition of simple sentences

PART I: UNIT 8

APPROACHES TO STUDY OF SENTENCE STRUCTURE

Activities*

Write on the chalkboard a group of sentences, fragments, and run-on sentences.

> Have the students copy the sentences, placing a capital S in front of the sentences.
>
> Have the students separate the run-on sentences and place a capital R in front of the run-on sentences.
>
> Have the students incorporate the fragments into sentences and place a capital F in front of the fragment.

These sentences should be very brief.

Present on the chalkboard six or eight simple sentences. Ask the students to underline the subject once and the verb twice. Remind the students to ask themselves the questions used to identify the subject and the verb. (See "Approaches to Study of the Sentence," pages 87 and 88.)

On the chalkboard write simple sentences, some without the verb and others without the subject. Insert blank lines where words are omitted. Have the students copy the sentences and fill in the blanks. Ask the students to put an s for subject and a v for verb over the word which they insert into the sentences.

Examples:

s

__________ went to the store.

v

I __________ John a piece of paper.

v

Many of the boys __________ football.

s

The __________ were asked to go home

---

*Additional activities will be found on pp. 91 to 94.

PART I: UNIT 8

APPROACHES TO STUDY OF SENTENCE STRUCTURE

Goals

To develop a sense of sentence structure

Content

Writing simple sentences

Recognizing subject

Recognizing verb

Procedure

One of the most successful ways to develop a sense of sentence structure is through practice in writing sentences. It is for this reason that the students are to have extensive drill in writing simple sentences. Practice in developing this sense of structure may be gained by having the students copy sentences following a pattern provided by the teacher, reorganize scrambled sentences, and write original simple sentences. When the students are doing practice exercises, it is advisable to have them copy the sentences rather than merely to list the words needed to fill the blanks.

Three common problems the slow learners experience in understanding sentence structure are:

lack of ability to recognize a sentence

lack of ability to separate two or more independent thoughts which results in the use of run-on sentences

lack of ability to recognize a complete thought which results in the use of sentence fragments.

To aid in the development of a sense of sentence structure, it is advisable to ask questions and give answers in complete sentence form and to require the students to follow this patter.

It is important that the students be familiar with these basic principles.

Sentence

The sentence contains a subject and a verb.

Example:

$\overset{\text{s.}}{\text{box}}$ and $\overset{\text{v.}}{\text{contained}}$: The box contained a variety of stones.

The sentence starts with a capital letter and ends with a period, a question mark, or an exclamation mark.

Examples:
Twelve boys will go with us.
Who are these boys?
What a terrible accident Jim had!

The sentence must convey a complete thought. It is not necessary to rely on further explanation to make the meaning clear to the reader or listener.

Run-on Sentence

Run-on sentences result from combining more than one independent thought in one sentence without properly connecting the independent ideas.

Example:
John went to the store he bought a new jacket.

There are two independent thoughts in this example.

John went to the store.
He bought a new jacket.

Each thought contains a subject and a verb.

$\overset{\text{s}}{\text{John}}\quad\overset{\text{v}}{\text{went}}.$

$\overset{\text{s}}{\text{He}}\quad\overset{\text{v}}{\text{bought}}.$

The two independent thoughts lack punctuation or a conjunction to link them together.

Examples:
John went to the store. He bought a new jacket.
John went to the store; he bought a new jacket.
John went to the store, and he bought a new jacket.

It is advisable with these students to have them divide these thoughts into two separate sentences. If the students progress sufficiently, the linking of the two thoughts by means of the conjunction may be taught.

The use of the pronoun often causes the run-on sentence.

Examples:
Father bought a new car it is red.
We had cookies at lunch they were good.

It is helpful to stress the fact that the pronouns, especially it and they, can start new sentences. Pronouns are difficult for these students, but the explanation of the use of it and they may help.

Fragmentary Sentence

A fragment is a group of words which does not convey a complete thought. The fragment may be a phrase without a subject and a verb.

Examples:
going to the store
in the room

The construction may contain a subject and a verb, as in the dependent clause, but the meaning of the group of words is incomplete.

Examples:

s v
While this action occurred

s v
Since he belonged to the group

Although the preceding constructions have subjects and verbs, additional information is needed to complete the thoughts. However, the students' attention should be called to the fact that if *while* and *since* are dropped, the remaining words convey a complete thought.

Examples:

s v
(While) This *action* *occurred*.

s v
(Since) *He* *belonged* to the group.

Subject and Verb

The ability to recognize the subject and the verb will aid the students in writing sentences. It is not advisable to begin this study until the students have had considerable practice in copying or writing sentences.

Subject

Identifying the subject of the sentence is difficult for many students. In the beginning exercises, it is advisable to use short sentences which contain subjects consisting of one noun or one pronoun.

The subject provides the answers to the questions *who* or *what* before the verb. Asking these questions may help to identify the subject:

What are we talking about?
Who is acting? *Who* is speaking?
What is made?

To find the subject and the verb of a question, it is advisable to rearrange the question, forcing the subject into position before the verb.

Examples:

Who is that boy?
s v
That boy is who?

What did Jim make?
s v
Jim did make what?

Verbs

It does not matter whether the student learns to identify the subject or the verb first. Some find it easier to discover the subject by locating the verb first.

If the subject has been identified first, questions similar to the ones used for the subject may be asked.

What does the subject do, say, make?
What happens to the subject?

The fact that most verbs indicate some form of action helps in identification. Verbs also make statements, give commands, and ask questions.

These methods may be helpful to the students in learning to recognize the verb:

Have the students place I or he and I do or he does before the word, or add ing with the auxiliary verb to the word.

Verbs	Not Verbs	Verbs	Not Verbs
(I) walk	(I) tall	(I am) walking	(I am) talling
(he does) play	(he) pretty	(he is) playing	(he is) prettying
(I do) eat	(I do) very	(I am) eating	(I am) verying

Memorizing the "to be" group and the helping verbs is advisable since these, with the exception of might, can, and will, are always verbs. Might, can, and will also help to cue the students to the verb when it is used in a phrase.

Forms of verb "to be"
be, is, am, are, been, was, were

Auxiliary verb
may, might, will, would, should, shall, can, must, could, have, has, had, do, does, did

Words which can be used as nouns as well as verbs cause great difficulty. Some teachers have found the following device to be helpful:

> Hold up a piece of chalk. Have the students name it. Explain that this piece of chalk is a noun, the name of something. Then draw a square on the chalkboard and ask a student to chalk in the square. Have the students note the movement involved. This movement is typical of the verb.

Many other objects around the room can be used for illustrating this principle.

Capitalization

Capital letters cue the reader to the beginning of the sentence and to words which have taken on a specific value. There are a limited number of rules which should be stressed in this course.

The first word of a sentence begins with a capital letter.

The pronoun "I" is always capitalized.

Proper names should be capitalized. Stress the following:

names of people
streets
cities and states
countries
months
days of the week
names of schools

Additional rules for the use of the capital letter with proper nouns may be given as the occasion arises in connection with the written assignments. When checking written work, the teacher may mark the word which requires a capital letter and explain the use to the students before they correct their papers. If one use in particular stands out as needing attention, this may be studied with the class a a whole.

By this process the students are learning the rule as they are applying it directly to their work. This procedure should make it easier for the students to grasp an understanding of the usage and is better than having students attempt to memorize the rules and apply them in exercises.

Punctuation

The students should understand that the purpose of punctuation is to make the meaning of the written word clear to the reader. A few basic rules should be stressed in this course; however, the rules should be derived as a result of use in written assignment and not merely memorized.

The period is placed
    at the end of a statement
    at the end of a command
    after an abbreviation.

The question mark is used
    after a statement to which an answer is anticipated.

The comma is used
    to separate the city and the state
    to separate the day and the year
    to separate a series of words or phrases.

Examples:
    apples, oranges, and peaches
    in the room, in the hall, or in
    the cafeteria

The comma is used
    to clarify meaning

Examples:

On the whole paper can be purchased cheaply.
One the whole, paper can be purchased cheaply.

For the poor work is essential.
For the poor, work is essential.

Following this writing was stressed.
Following this, writing was stressed.

Activities

Have the students read sentences and fragments orally. If the statement is a fragment, the voice probably will not drop at the end. If it is a complete statement or a question, the voice will indicate a decided stop.

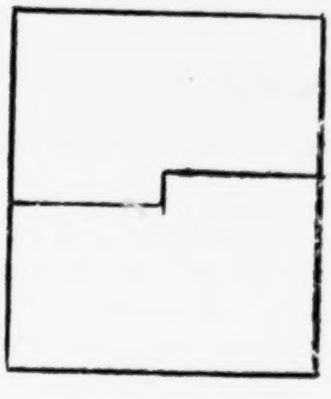
Exercises for identification of complete sentences, fragments, or run-on sentences are recommended.

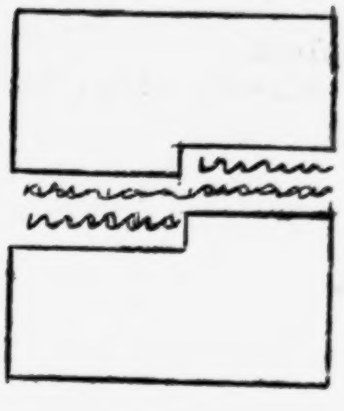
Examples:

When John was fourteen.	(Fragment)
He went to camp with a friend.	(Sentence)
There he enjoyed swimming and hiking he also liked the handicraft shop.	(Run-on)

The device described below has proved valuable in assisting students to identify sentence fragments and run-on sentences. Advise the students as follows:

> Take a sheet of notebook paper. Approximately halfway down the page, cut it to the center from the left side of the paper. On the next line, cut it to the center from the right side. Snip paper apart. This device can be placed over a group of words the students think is a sentence. The paper shield will block out all other writing. In this way it is easier for the students to see a fragment when it is out of context from the sentence to which it belongs.





To assist the students in recognizing sentence fragments write a group of fragments on the chalkboard.

Examples:
Writing the answer to the question
As he opened the door
At the store

Ask the students the following questions:
Who is writing an answer?
What happened as a result of writing the answer?
What happened as he opened the door?
Did he see something?
Did he fall?
Did he hear a noise?
What does at the store tell you? If a classmate met you in the hall and said these three words, would you know what he meant? What questions would you ask him?

The fact that these questions are necessary reveals that the group of words is a fragment.

Have students bring a list of ten signs they see on the way to and from school (street signs included). Decide whether these represent name words or action words. Have students develop sentences using the words.

Have the students bring a comic strip to class. (It is wise to suggest the least violent ones.) See if the students can find the nouns and the verbs in the strip.

Have a "spelldown." Instead of pronouncing words for the students, read either a sentence, a fragment, or a run-on sentence and have the students identify the classification of the group of words.

List a group of nouns and verbs in the singular form on the chalkboard. See which team can make both in the plural form.

Give the students a list of common nouns to which proper nouns can be added. Have the students use them together and capitalize correctly.

Examples:
street, city, lake, ocean, mountain

On the chalkboard write short, simple sentences. These should be in pairs which are related in thought. Add a list of conjunctions and show how they change the meaning of the sentences.

Examples:
I am going. He also wishes to go.

Combine the sentences using *but*, *and*, *for*, and *because*. Have the students note the differences in meaning.

The following exercise can be used to help identify nouns.

Have the students list
ten things seen in the room
the names of ten people in the room
the materials the students are using in class
other names concerning school or home.

For verb practice, list some simple sentences with the verb omitted. Have students copy the sentence and fill the blanks.

Examples:
Mary _____ to the store.
What _____ that.
_____ your book on the desk.

Write a list of adverbs, nouns, adjectives, and verbs on the chalkboard. Have the students identify the verbs, either by the *I* or *he* and *I do* or *he does*, or the *ing* method.

Examples:
(I) house
(I) play
(I do) swim
(I) library
green (ing)
(he) ceiling
small (ing)
street (ing)

Use modifications of the written exercises included in the orientation unit (page 178).

Answer questions following a basic pattern.
Complete sentences following a basic pattern.
Reorganize scrambled sentences. (These can be made longer and more complicated as the students progress.)

* Have the students write short paragraph which they plan and construct themselves.

---

* For the more advanced students

‡ Have the students copy a short paragraph and underline the word or words which link one sentence to another in thought. They should draw an arrow from the linking word to the word to which it refers.

Example:

The boys jumped into the battered car. As they turned on the ignition, only a low hum could be heard. This sound gave them cause for alarm.

‡ Write a list of adverbs and, later, prepositional phrases on the chalkboard. Have the students write a sentence starting with these words or phrases. This exercise helps to develop sentence variety.

---

‡ For the more advanced students

PART I: UNIT 9

APPROACHES TO STUDY OF PARAGRAPH BUILDING

PART I: UNIT 9

APPROACHES TO STUDY OF PARAGRAPH BUILDING

Goals

To develop awareness of paragraph structure

- by recognizing the topic sentence
- by understanding the structure of the paragraph
- by developing competency in using skills necessary to write short paragraphs

Content

Recognition of topic sentence

- importance in the paragraph
- placement in the paragraph

Understanding of the paragraph

- development of topic sentence
- explanation of key questions

Construction of paragraphs

Activities*

Read a group of short paragraphs to the class. Have the students identify the topic sentence. Choose selections in which the topic sentence is quite obvious, such as "Today we are going to discuss how to make a model airplane."

Select a group of short paragraphs in which the topic sentence varies in placement. Read the paragraphs and have the students identify the topic sentence and note the placement in the paragraph.

Use one of the above paragraphs to illustrate how the remaining sentences in the paragraph are a development of the topic sentence. Have the students illustrate and discuss the development in the other paragraphs which have been read.

Have the students suggest information necessary to present an announcement about a forthcoming athletic event. Using the students' suggestions, write the announcement on the chalkboard. Have members of the class identify the way in which the announcement answers the key questions of a paragraph.

Have the students construct a paragraph of three or four sentences describing an operation or procedure. Have the students underline key words of the sentences and draw lines showing the transition.

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*Additional activities will be found on pp. 100 to 101.

PART I: UNIT 9

APPROACHES TO STUDY OF PARAGRAPH BUILDING

Goal

To develop an awareness of paragraph structure

Content

Topic sentence

Structure of the paragraph

Procedure

The students should be aware of the structure of the paragraph even though paragraphs of their own construction may be only three or four sentences in length.

The topic sentence is of first importance in the paragraph.

It states the purpose of the paragraph.

It may be placed at the beginning, middle, or end of the paragraph.

All sentences in the paragraph, other than the topic sentence, do the following:

Develop and explain the topic sentence.

Answer the questions who, what, when, where, and/or why.

Any thought which does not further one of the above functions should not be included in the paragraph.

Activities

The teacher may read a short selection to the class. A description of how to construct an object or an explanation of how something operates would be a good choice. Descriptions such as these usually start with the topic sentence, and the remaining sentences follow the process in chronological order. Ask the students to find the answers to who, what, when, where, or how, and to note how the sentences develop the idea expressed in the topic sentence. The students should study a number of paragraphs in this manner.

Copy a short paragraph on the board, preferably one which demonstrates a close relationship between the sentences. Have the class locate the topic sentence. Underline in the other sentences the words which show reference to the preceding sentence.

Examples:

Many boys enjoy constructing models of various kinds.

Kits of ships, airplanes, and trains are only a few

of the types available at hobby shops. Some of these

are quite easy to assemble, and others are difficult

to make.

By means of these exercises, show that the paragraph is developed around one thought. The related sentences develop the idea expressed in the topic sentence. Before the students attempt to write an original paragraph, select a topic of interest to all (perhaps a school activity or event). List on the chalkboard all of the items which the students believe are pertinent to the subject.

Have the students discuss the suggestions and decide which ones they feel are necessary for a clear presentation.
Erase the suggestions the students wish to omit.
Assist the students in writing the topic sentence.
Have the students arrange the suggestions in proper order to develop the topic sentence.
Aid the students in the completion of the paragraph.
Have the students write an announcement of a game or club activity using the process described above.

The more advanced students may be able to unscramble a jumbled paragraph. Select a paragraph which enumerates steps to be followed in making an object. Mix the sentences and have the students write them in correct order.

Do not limit the students in the selection of subject matter. Suggest titles of a practical nature which will be of interest to the students.

Examples:
What I Wish to Be
How I Plan for the Future
Problems I Must Face
Improving Myself

PART I: UNIT 10

APPROACHES TO STUDY OF SPELLING

PART I: UNIT 10

APPROACHES TO STUDY OF SPELLING

Goal	Content
To learn to spell the words necessary for adequacy in writing	Selection of words Study method Contractions Plurals Prefixes and suffixes

PART I: UNIT 10

APPROACHES TO STUDY OF SPELLING

Goal

To learn to spell words necessary for daily use in social and school situations

Content

Basic study method

Contractions

Plurals

Prefixes and suffixes

Procedure

No list of spelling words has been prepared for Basic English. Students should have a section of their notebooks reserved for their own spelling lists. The students should enter the words with which they have difficulty.

It is recommended, however, that all of the students develop rapid and accurate recognition of the 220-word basic vocabulary listed on page 145.

Refer to the "Guide to Word Recognition" on page 10 for further information and additional methods. In the teaching of spelling it is advisable to start with words closely connected with the students' activities, interests, and felt needs. Words used in forms, on road signs, in shops, in cooking, and in other phases of daily living provide examples of the practical terms which the students should know.

Examples:
stop, slow, curve
name, occupation, print
machine, tool, switch
oven, temperature, teaspoon
exit, push, right, left

In following this procedure, it is important that the steps be applied in the stated sequence.

1. Present a few related words each day.
2. Define the words orally--stress the sounds of the letters.
3. Have the students pronounce the words.
4. Use the words in sentences.
5. Have the students write the words. As they do, the students should pronounce them slowly.
6. Point out the silent letters or any parts of the words which might prove difficult.
7. Have the students write the words again. As the students write, encourage them to think of the sounds of the letters.
8. Have the students write the words without looking at the words.
9. Have the students check the trial spellings.
10. Have the students write the words again without looking at the words.
11. Have the students become aware of their progress. Encourage them.
12. Have the students keep a chart or a graph of the results of their spelling tests.
13. Provide an opportunity for the students to use the words in their written exercises.
14. Review the words frequently.

Contractions

Since the common contractions are used frequently in the reading exercises, it would be advantageous to have the students become familiar with these forms.

List the contractions on the chalkboard (four or five at a time). Beside each, enter the words from which the contraction has been formed. Stress the fact that the apostrophe is placed between the letters where an omission has been made. Since some students confuse the apostrophe with the comma, point out that the apostrophe should be placed about two-thirds of the space area above the line.

Examples:

can't	can not	Other examples merely drop the letter o, or a section of the word. These words change more distinctly in form.
won't	will not	
shouldn't	should n(o)t	
couldn't	could n(o)t	
wouldn't	would n(o)t	
isn't	is n(o)t	
aren't	are n(o)t	
weren't	were n(o)t	
wasn't	was n(o)t	
don't	do n(o)t	
doesn't	does n(o)t	
didn't	did n(o)t	
haven't	have n(o)t	
hasn't	has n(o)t	
hadn't	had n(o)t	
mustn't	must n(o)t	
I'm	I (a)m	
he's, she's	he (i)s, she (i)s	
you're	you (a)re	
they're	they (a)re	
we're	we (a)re	
I've	I (ha)ve	

we've	we (ha)ve
here's	here (i)s
who's	who (i)s
it's	it (i)s
I'll	I (wi)ll
you'll	you (wi)ll
I'd	I (woul)d
we'd	we (woul)d
he'd	he (ha)d

Formation of Plurals

Since there are irregularities, and some rules for the formation of plurals are quite involved, it is not advisable to attempt the mastery of these rules with the slow learners.

Some generalizations may prove to be helpful. These generalizations with which the students should be familiar include the following.

Most nouns form the plural by adding s.

Examples:
houses, books, desks

Words ending s, x, z, ch, and sh form the plural by adding es. (Double z before adding es.)

Examples:
classes, boxes, quizzes, watches, bushes

If the letter y is preceded by a consonant, change the y to i and add es to form the plural. (Names of people are exceptions - Henry, Mary.)

Examples:
candies, laundries, families

If the letter y is preceded by a vowel, retain the y before the s to form the plural.

Examples:
monkeys, turkeys, donkeys

Words ending with o preceded by a vowel form the plural by adding s.

Examples:
radios, studios, zoos

Words ending with o preceded by a consonant are irregular in form. The plurals are formed in several ways.

Examples:
Some add s--radios
Some add es--potatoes
Some are spelled either way--tornadoes or tornados.

Musical terms ending with o form the plural by adding s.

Examples:
sopranos, pianos, trios, duos, altos

A few words change the vowels or add endings in order to form the plural.

Examples:
women, children, teeth, mice, feet

Words ending in f or fe form the plural irregularly.

Examples:
Some add s--chiefs, safes, handkerchiefs.
Some change the f or fe to v and add es--knives, wives, thieves, calves.
Some use either plural form--scarfs, scarves.

Prefixes and Suffixes

Instruction in the use of a limited number of basic prefixes and suffixes may prove to be of assistance to some students in their study of spelling and word meaning. Students who have achieved a high level of facility in these areas will probably be ready for some instruction in the prefix-suffix approach to word analysis. It is not intended that the students be required to memorize the list but that these materials be incorporated in a functional way in lessons which relate to the intensive study of words.

A complete list is included here for teacher reference. Most frequently used items are indicated with a dagger.

Prefixes	Meanings
ab	from, away
ad	toward, to
astro	star
auto	self, same, oneself
†dis	away, apart
fore	before
il	no, not
im	no, not
†in	no, not
ir	no, not
†mis	wrong
multi	many, much
†non	no, not
†pre, pro	previously, before
†re	again
semi	half, partly
sub	under, beneath
†trans	across, on other side
†un	no, not

Suffixes	Meanings
†able, ible	able to, capable
acy	quality
age	sum, relationship
†er	a person having to do with
†ful	full of
ish	belonging to
ity	state, character
ive	related to, belonging to
†less	without
†ly	like, extent
ment	result, means, state, quality
†ness	condition, state of
†or	person or thing that
†ous	having, full of
ure	act, result
y	characterized by, full of

The students should be made aware of the fact that adding a suffix to a word may change the spelling. The following generalizations may be helpful.

If a word ends in silent e, drop the e before adding a suffix beginning with a vowel.

Examples:

advise	advisable
active	activity
love	lovable
care	cared
make	making
decorate	decorator

If a word ends in silent e, retain the e when adding a suffix beginning with a consonant.

Examples:

hope	hopeful
love	lovely

If a word of one syllable ends in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Examples:
hop ping
skip ped
slam ming

If a word of more than one syllable ends in a consonant preceded by a single vowel and is accented on the last syllable, double the final consonant when adding a suffix beginning with a vowel.

Examples:
prefer red
omit ted
occur red

Activities

Write a word or phrase on the board and have the students see how many words they can form from these samples.

Construct simple crossword puzzles for the students. The students enjoy these. *Practical English* usually includes a crossword puzzle which is not difficult. (See textbook list, page 132.)

Select words with which the students are very familiar. Scramble the letters and have the students write the words correctly.

Play "Down You Go." Put a series of dashes on the blackboard to represent the letters in the word. Ask the student to mention a vowel or consonant. If the student mentions a letter which is not in the word, he is disqualified. However, if the letter the student mentions is in the word, write it above the dash. Give the student one more chance to choose a letter. Then call on another student and continue in this way until the word has been completed.

Example:

n o t e b o o k

Divide the students into two groups. Have a student spell a word. A member from the opposite team must then spell a word which starts with the last letter of the first word. The Dolch Basic Word List on page 145 would be excellent for the exercise since all students should know these words.

Divide the students into two teams. Give a root word with which the students are familiar. Have a member of the team add a suffix, such as, er, ly, ing, or ive to the word and spell it correctly.

Write a list of root words and suffixes on the blackboard. Have the students write the word correctly with the addition of the suffixes.

Examples:

(difficult forms)		(simple forms)	
refer	(ed)	work	(able)
slip	(ing)	lax	(ity)
pretty	(ly)	love	(ly)
scarce	(ity)	cook	(ing)
admire	(able)	play	(ed)

Memorization of the list of prefixes and suffixes is not suggested. As the students study a word, however, it may be of value to identify the prefix, root and suffix, and explain how these elements build a word.

Examples:

With Prefix	Root	With Suffix
re pose	pose	positive
de tract	tract	tractor
mis take	take	taker

To show how the prefix and suffix influence meaning, list a group of words with different suffixes added to the root word. Have the students use the words in sentences and note the differences in meaning. This is also a good exercise for dictionary work.

Examples:

actor	active	action
packer	package	packless
master	masterful	masterly
laugher	laughable	laughingly

List a group of words having the same prefix. Have the students note the similar import the same prefix gives to the words. Pro means before.

Examples:

pro ceed
pro pose
pro claim
pro test
pro gress
pro mote

Compile a list of words, some with regular plural forms and others with irregular plural forms, which the students will have occasion to use.

Examples:

house	houses	child	children
class	classes	tooth	teeth
family	families	foot	feet
radio	radios	chief	chiefs
potato	potatoes	knife	knives
woman	women	scarf	scarfs, scarves

Have the students find the correct plural forms and learn to spell the words in both the singular and plural forms.

PART I: UNIT 11

APPROACHES TO STUDY OF THE DICTIONARY

PART I: UNIT 11

APPROACHES TO STUDY OF THE DICTIONARY

Goals

To utilize the dictionary as a functional tool

- knowledge of the kinds of information available in the dictionary
- realization that words appear in alphabetical order
- ability to locate words quickly
- formulation of the habit of using guide words
- development of the ability to use the pronunciation key at the bottom of the pages
- understanding that the dictionary divides words into syllables
- development of the ability to use the accent marks in pronouncing words
- establishment of the habit of using the dictionary to formulate plurals of words
- recognition of appropriate definitions

Content

Knowledge of the content of the dictionary

- Ability to use:
    - Table of Contents
    - "How to Use" section
    - Word section
        - alphabetical arrangement
        - guide words
        - words
        - meaning
        - pronunciation
        - syllables
        - plurals
        - key to pronunciation
- Ability to use appendices
    - table of weights and measures
    - signs and symbols
    - population of large cities
    - atlas
    - abbreviations
    - proper names

Activities*

Ask the students on what page one would find the table of weights and measures, the atlas, and the preface.

List on the chalkboard eight or ten words which start with the same letter. Have the students alphabetize the words according to the second letter.

Write a list of ten or twelve guide words on the chalkboard. Ask the students to copy the list and enter the number of the pages on which the guide words are found.

Give the students the two guide words listed on the top of one page. Have the students write the first and last word on that page.

Ask the students to find the number of definitions the dictionary lists for such words as right, picture, sample, and real.

Write on the chalkboard a list of ten words (containing at least three syllables), with which the students are familiar. Have the students divide the words into syllables and mark the accented syllables.

Ask the students to write plural forms of a group of words, some having regular plurals and others having irregular forms.

Examples:
piano, potato, woman, boy, thief, candy

Have the students list the words their dictionary uses in the key at the bottom of the page to illustrate the sounds of the long vowels.

Ask the students to write the complete form and to list the number of the pages on which they find the following: m.p.h., assoc., bldg., M.D.

---

*Additional activities will be found on pp. 122 to 124.

PART I: UNIT 11

APPROACHES TO STUDY OF THE DICTIONARY

Goal

To utilize the dictionary as a functional tool

Content

Facts about the dictionary

Guide words

Word section

- syllables and accents
- vowel sounds
- plural of nouns
- meanings of words

Procedure

The slow learners in particular should be familiar with the information obtainable from the dictionary. The dictionary is a necessary aid to the students in their reading and writing. It is advisable for the students to have a dictionary as a part of their regular working materials.

Facts About the Dictionary

The students should be made aware that the dictionary provides the following kinds of information:

- Table of Contents
- "How to Use" section for general information
- Word section
    - meaning (emphasize this)
    - pronunciation

Appendices

tables of weights and measures
signs and symbols
population of large cities
atlas
abbreviations
proper names (may be found either in
word section or appendices)

Guide Words

The students should realize the importance of using the guide words to save time and to facilitate finding words.

Students should know the following facts about guide words:

They are alphabetically arranged.
They indicate the first and last words on the page.

Word Section (Syllables, Accents, Key Words)

The students should understand that the dictionary divides words int syllables and that it indicates for pronunciation purposes which syllables should be stressed. The students also will need to be familiar with the pronunciation key found at the bottom of the page in most dictionaries.

Formation of Plurals

The students will study the formation of the plurals of nouns when learning the spelling rules. (See page 112.) Since there are many irregularities, however, it is wise to show the students where to find the plural forms in the dictionary. In cases where a plural is not indicated, the plural is formed by the addition of s.

Meaning of Words

It is important that the students develop the habit of reading all of the definitions and then choosing the definition which gives meaning to the sentence.

Activities

The following suggested exercises will show the practical value of using the guide words:

Demonstrate the value of flipping quickly through the dictionary to find the section containing the first letter of the word the class wishes to find.

Call the students' attention to the gradual limitation to two, three, and four letters until they are able to pinpoint the page or pages on which the word will be located.

Observe the students closely to see that they do not look down each column for page after page.

The first exercises should be a review of alphabetizing. Several exercises of this type can be found in the initial activities on page 171.

Make a list of letters and guide words and the pages on which they can be found. It is advisable to have a list prepared in advance. If the teacher refers directly to the dictionary in class, the students can see whether or not the words are in the front, in the middle, or toward the back of the book. The purpose of these exercises is to develop speed and accuracy, as well as the the habit of desirable dictionary use. Ask the students on what page they will find g. Use other letters. Then proceed to the guide words. Make it a contest to see who can find the page first, but do not move on to the next letter or word until all students have located each of the items.

Have the students open the dictionary to approximately the middle of the book. Divide the class in half. Make one group responsible for the letters in the first half of the dictionary; the other, the last half. Say a word. Have the students raise their hands if the word is located in their section of the dictionary. These words should be given rapidly since it is an easy exercise, but it is good practice for the location of one letter from the entire alphabet.

Say a word. See how quickly the students can respond with the guide words for the page on which the word is to be found.

Write a list of guide words on the board. Have the students list the numbers of the pages on which these words can be found.

Using the telephone directory, prepare a list of people's names. Have the students list the pages on which the names appear as well as the guide words at the top of the page. For practice in writing telephone numbers, the student might be requested to include this information also.

Omit one letter from a word. Have the students look up the word and write the word. Examples:

da cer   pic ure

exer ise   sug est

Syllables and Accents

Pronounce a word and ask the students to indicate the number of syllables in the word. Pronounce the word slowly with a slight pause between syllables. Repeat the word and have the students identify the syllable that is stressed. This stress should be overemphasized at first. Have the students find the word in the dictionary and note how the syllables are separated and how the stressed syllable is indicated. This procedure should be repeated several times.

Have the students select ten of the longer words from their individual spelling lists, and divide them into syllables, referring to the dictionary in order to place the accent mark on the correct syllable.

Vowel Sounds

Only recognition of the symbols for the long and short vowel sounds should be included at this level. Write the vowels on the chalkboard and show the marks used to denote long and short vowels. Show the students where they will find the key with the representative word which demonstrates the sounds.

Have the students list the words their dictionary uses in the key at the bottom of the page to illustrate the sounds of the long and short vowels.

Using their spelling lists, have the students mark ten words which have the long vowel sounds and ten which have the short vowel sounds.

Plural of Nouns

With the students locate a group of words, some with regular and some with irregular plurals. Then list other nouns on the chalkboard and have the students write the plural form or forms.

Write a list of abbreviations on the chalkboard and have the students find the meanings. It is advisable that the list include only the most common abbreviations which the students will have occasion to use. This list could be added to the material in the spelling section of their notebooks and reviewed with the spelling words:

Examples:

C.O.D.	a.m.	qt.	m.p.h.
inc.	p.m.	tsp.	etc.
co.	corp.	doz.	vol.
i.e.	pt.	lb.	D.S.T.

Using words with several meanings, write a group of sentences which require different definitions of the same word. Have the students write the dictionary definition for each use.

Examples:

His part in the action was not important.
This part does not fit his machine.
Part those two sections.

His lot in life is a sad one.
He bought a lot in order to build a home.
They drew lots to see who would be first.
This lot of mechanical parts is defective.

TEXTBOOK LIST FOR STUDENTS

TEXTBOOK LIST FOR STUDENTS

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———. *Pronunciation Exercises in English*. New York: Regents Publishing Co., 1947

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PART II: APPENDICES

PART II: APPENDIX 1

DOLCH'S WORD LIST

A BASIC SIGHT VOCABULARY OF 220 WORDS
E. W. Dolch

Since these two hundred and twenty words make up from 50 per cent to 75 per cent of all ordinary reading matter, they should be recognized instantly on sight by all students.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come

could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red

ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to

today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

Permission granted to quote from Edward W. Dolch, *A Manual for Remedial Reading* (Champaign, Illinois: Garrard Press, n.d.), p. 438.

PART II: APPENDIX 2

COMMON ERRORS

COMMON ERRORS

Speech patterns, of course, will vary from school to school; however, there are certain common errors which tend to be found generally. Some of these are listed below. While working with the students, the teacher undoubtedly will encounter others which should be added to the list.

Do not say:	Say instead:
I seen him do it.	I SAW him do it.
I sees him.	I SEE him.
Where is those parts?	Where ARE those parts?
There is some books over there.	There ARE some books over there.
He ask me to go.	He ASKED me to go.
This here book is best.	THIS BOOK is best.
That there man did it.	THAT MAN did it.
The boy he gave it to me.	THE BOY GAVE it to me.
It ain't right.	It isn't right.
Him and me is going.	HE and I ARE going.
They gave it to him and myself.	They gave it to him and ME.
He hurt hisself on the rocks.	He hurt HIMSELF on the rocks.
They did it theirselves.	They did it THEMSELVES.
He would of gone.	He would HAVE gone.
Them guys is right.	THOSE MEN ARE right.
We saw a airplane.	We saw AN airplane.
I ain't got no pencil.	I HAVE NO pencil. or I HAVEN'T a pencil.
It don't mean nothing to me.	It DOESN'T mean ANYTHING to me. or It MEANS NOTHING to me.
I don't hardly know what to do.	I HARDLY KNOW what to do. or I DON'T KNOW what to do.
The girl which I knew left.	The girl WHOM I knew left.
He learned me how to do it.	He TAUGHT me how to do it.
Borrow me you book.	LEND me your book.
Leave me go with you.	LET me go with you.
He did it like I said he would.	He did it AS I said he would.

The students should pay particular attention to the first two errors since these are very common.

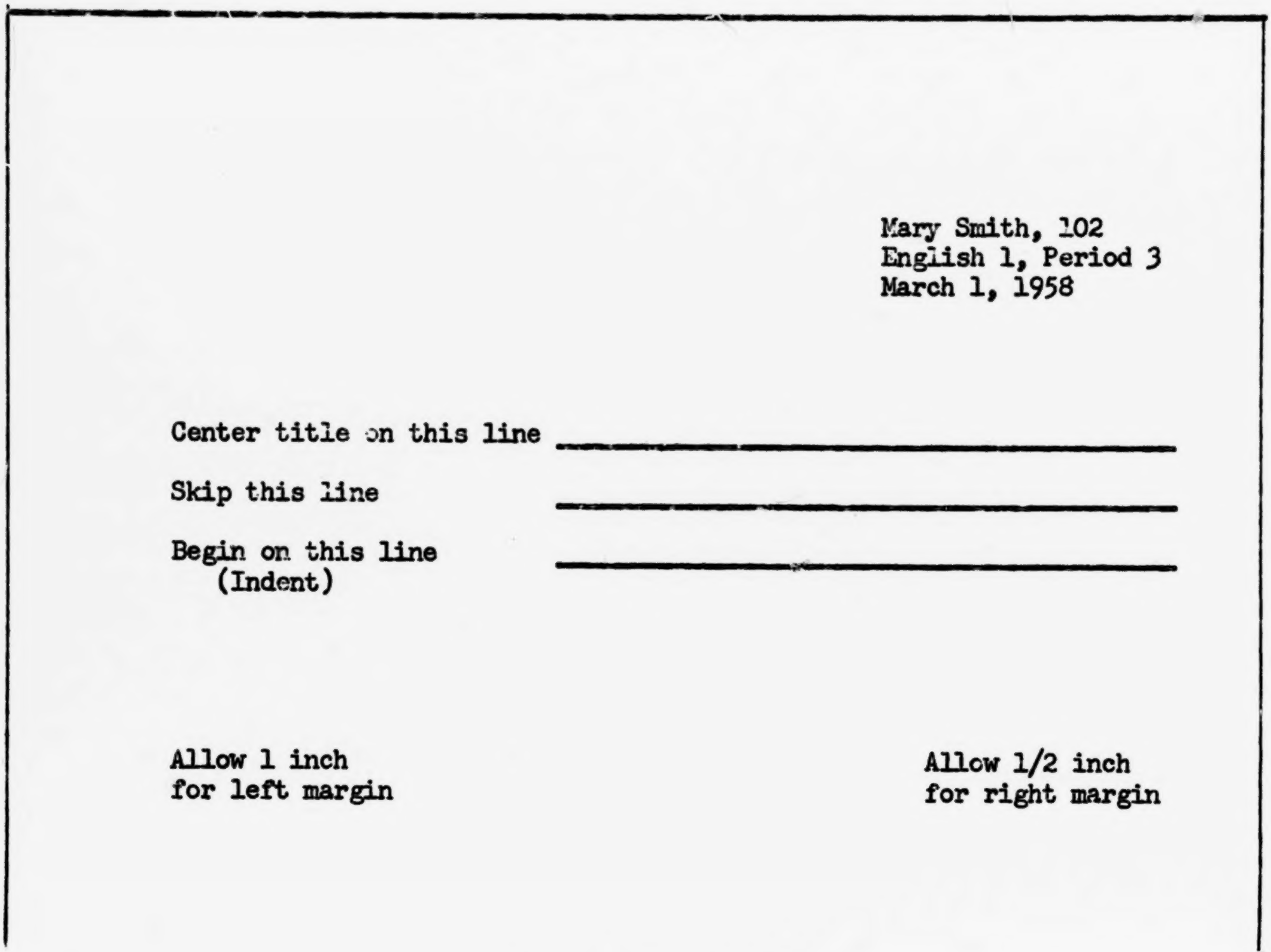
Lack of agreement between subject and verb, slurring and dropping of sounds and syllables, and the use of colloquialisms are other errors which should be corrected. In addition, many students use *'em*, *'um*, *ya*, *yeh*, *huh*, and *da* without realizing the words for which these sounds are substituted or that these forms are incorrect.

Oral practice is the best way to eliminate these errors. The students should be corrected immediately upon making an error. Try not to let any of these errors escape notice. In time the students will help by correcting each other's mistakes.

PART II: APPENDIX 3

MANUSCRIPT FORM

ESTABLISHED MANUSCRIPT FORM FOR CHICAGO PUBLIC SCHOOLS



Mary Smith, 102
English 1, Period 3
March 1, 1958

Center title on this line ______________________

Skip this line ______________________

Begin on this line ______________________
(Indent)

Allow 1 inch
for left margin

Allow 1/2 inch
for right margin

Note: Capitalize the first word in the title and all other words except conjunctions, articles, and prepositions.

Use no end punctuation in the title unless it is a question or an exclamation.

PART II: APPENDIX 4

STUDENT'S WRITING CHECK LIST

STUDENT'S WRITING CHECK LIST

Have I followed instructions?

Is this what I wish to say?

Could I have said it another way?

If so, which way is better?

Does each statement express a complete thought?

Do I have more than one independent or complete thought in one sentence?

Have I checked sentence structure with the use of the paper shield? (See page 91).

Have I checked my spelling?

Have I checked my punctuation?

    end of sentence

    comma, if needed

Have I checked my capitalization?

    beginning of sentence

    proper names

Have I been careful to write legibly and neatly?

Is the manuscript form correct?

Have I proofread very carefully?

PART II: APPENDIX 5

PROOFREADING SYMBOLS

PROOFREADING SYMBOLS APPROVED FOR CHICAGO PUBLIC HIGH SCHOOLS

sp - - - error in spelling
cap - - - capital letter needed
lc - - - lower case, small letter needed
neat - - - lack of neatness
ms - - - manuscript error (heading and margins)
s - - - run-on sentence
frag - - - fragmentary, sentence incomplete
syl - - - syllabication
ab - - - do not abbreviate
N - - - write numbers in full
gr - - - grammar error in line
p - - - punctuation error in line
¶ - - - paragraph needed
No ¶ - - - no paragraph needed
₰ - - - omit, delete
? - - - meaning not clear
rep - - - unnecessary repetition of word or thought
WW - - - wrong word
∧ - - - left out, insert
awk - - - awkward sentence
tense - - - error in tense of verb
agr - - - agreement (subject and verb or pronoun and antecedent
wordy - - - wordiness (say it in fewer words)
|| - - - parallel structure
org - - - faulty organization
vary - - - vary sentence structure

PART II: APPENDIX 6

INFORMATION OF CONCERN TO DROPOUTS

INFORMATION OF CONCERN TO DROPOUTS

The following facts may be helpful in stressing the importance of staying in school.

The United States Department of Labor reported in 1959 that seventy-one occupations affected by a shortage of personnel required a minimum education of four years of high school. In addition, the Department listed eight-five jobs that were frequently available for young people. Of this number, only twenty-three did not require a high school diploma. Using the 1950 census figures, the Department also found that, among men between the ages of twenty-five and sixty-four, high school graduates were more likely to be employed than the nongraduates.

Over the years there has been a constant decrease in the number of unskilled workers employed in the United States.

Employment of Industrial Laborers,
Service Workers, and Farm Help from 1900

	% Employed
1900	59.0
1950	28.9
1965 (projected)	24.4
1975 (projected)	22.1

Earning power is also an important factor. The high school graduate has an estimated income of $30,000 more than that of the student who drops out of school and $50,000 more than the student who leaves school at the end of the eighth grade.[1]

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[1] National Education Association of U.S. Research Div. and Dept. of Classroom Teachers, High School Dropouts (Washington, D. C., 1959), pp. 1-5.

The following table reveals the retention power of the Chicago public schools.[2]

GENERAL HIGH SCHOOL ENROLLMENT RELATIONSHIPS

Grades 12A to 9B — 1946-60, Inclusive

Enrollment in Ninth Grade		Enrollment in Graduating Semester		
Year (Sept.)	Number	Year (Feb.)	Number	Percentage*
1946	17,027	1950	10,421	61.2
1947	16,343	1951	9,982	61.1
1948	17,016	1952	10,217	60.0
1949	17,344	1953	10,418	60.0
1950	16,417	1954	9,787	59.6
1951	16,765	1955	10,087	60.1
1952	16,563	1956	9,852	59.5
1953	15,135	1957	8,763	57.9
1954	15,474	1958	8,984	58.1
1955	16,154	1959	9,680	59.9
1956	19,277	1960	11,521	59.8

*Percentage 12A to 9B enrollment. The survival percentage 59.8 should not be considered the holding power of high schools because of involuntary dropouts. These include death, migrations out of the city, draftees, etc. Voluntary dropouts such as those due to employment can be controlled or reduced to some degree by efforts of school administrators. These terms are part of the uniform grouping of high school dropouts sponsored by the U.S. Office of Education. The extent to which 12A enrollments have been increased by transfers into the public school system is not known.

This is an appropriate time to teach the students to interpret graphs and charts. Utilize visual aids of these kinds which appear in texts, magazines, and newspapers.

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[2] Chicago Public Schools, Facts and Figures (Chicago, Sept. 1960) p. 31

PART II: APPENDIX 7

INITIAL ACTIVITIES

INITIAL ACTIVITIES

These exercises may be used at the beginning of the semester before the textbooks are available.

The following activities provide review of initial sound recognition and alphabetizing:

> Have the students divide their papers into three sections. On the chalkboard write three words, such as clown, thread, and brake. Under these but not in alphabetical order place a group of words starting with cl, th, and br. Have the students list all words starting with the same sound under the appropriate column. It is advisable to read the words to the students since some may not know the words.

Write a jumbled set of ten or twelve words on the chalkboard. Have the students alphabetize the words according to the first letter of the word.

Write a set of six or eight words beginning with the same letter on the chalkboard. Have the students alphabetize the words according to the second letter.

The following exercises provide practice in sentence structure. They may also be used for diagnostic purposes to check knowledge of sentence structure.

Place a series of short, scrambled sentences on the chalkboard. It is advisable to read the sentences to the students. Have the students write the sentences in correct order.

Example:
store he the went to.

On the chalkboard write a series of nouns and verbs which can be matched. Have the students write simple sentences using these forms.

Examples:

fish	talk
boys	swim

Read a short selection aloud to the class. Have the students complete sentences in which blanks have been left.

The following exercises are of value in getting to know the students and in having them become acquainted with their classmates.

Put a list of "get acquainted" sentences on the chalkboard. Have the students complete the sentences. These may be read by the teacher, or by the students themselves, or exchanged and read by partners.

Examples:

My name is______________________________.

I attended ________________Elementary School.

I like to ________________.

I watch ________________.

Have the students interview a partner. Supply the class with a group of topics they may use for the interview. The results of the interview are then presented to the class orally.

Examples:

Name
Interests, sports, or hobbies
Future occupation
Favorite entertainer
Favorite TV program

On the chalkboard, list topics similar to the ones in the above exercise but include more detailed information. It may be necessary to read the topics to the students. Have the students write the answers. The information will be of value not only to the teacher in helping him to come to know the students, but also to the students because the exercise will provide practice in constructing sentences.

These exercises are a valuable means of reminding the students of the importance of keen observation.

Allow the students three minutes to look around the room. Have the class list things which they have not noticed before. Discuss the results of their observations.

Have the students bring to class a list of three or four obvious things that the students had previously overlooked at home.

Note: The teaching unit on "Orientation to the School" would logically follow these initial activities.

PART II: APPENDIX 8

TEACHING UNITS

Orientation to the School
Rules of the Road
Heroism

TEACHING UNIT ON ORIENTATION TO THE SCHOOL

PART II: APPENDIX 8

TEACHING UNIT ON ORIENTATION TO THE SCHOOL

Goals	Content
To assist the students in adjusting to high school	Introduction to the school
by learning how to complete forms	Completion of forms used in school
by learning the rules and regulations	Knowledge of rules and regulations of the school
by participating in school activities	Identification of activities available to the students
by understanding the importance of staying in school	Consideration of topics vital to the interests of the students
	Necessity of staying in school
by understanding the value of studying the language arts	Importance of studying the language arts
by becoming aware of the skills necessary for success in high school	Realization of value of the course to the students
	Skills necessary for success in high school
	Developing good work habits

Activities*

The teacher may obtain sample forms used in school. Have the students complete these forms.

Hold a discussion with the class about the rules and regulations of the school.

Have a member of the student council describe the activities offered in school. Ask the students to write a sentence or two telling why they would like to join a particular activity.

The teacher may prepare scrambled sentences which reinforce the necessity of staying in school. Have the students write the sentences correctly.

Discuss the value of being proficient in speaking, writing, reading, and listening.

The teacher may construct a paragraph which pertains to the skills the students are to develop in Basic English. Have the students copy and complete the paragraph.

The teacher may ask the students to select two or three study skills they feel need particular stress. Have the students state why they believe these skills should receive emphasis. Provide a basic pattern.

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*Additional activities will be found on pp. 183 to 190.

TEACHING UNIT ON ORIENTATION TO THE SCHOOL

Initiating Stage

Discussing information the student will need for adequate orientation to the school

Evaluating student's achievement in speaking and writing through use of initial class activities

Developing Stage

Discussing of:
- importance of completing forms correctly
- need for rules and regulations
- participation in activities
- necessity of staying in school
- values of studying the language arts
- content of Basic English course

Listening to:
- instructions
- discussions
- class activities

Reading for:
- information from the handbook
- specific purposes related to the activities
- assignments included in the unit

Employing language skills to:
- complete forms
- write answers to questions following pattern form
- reorganize scrambled sentences
- write paragraphs by completing blanks
- interpret graphs and charts
- recognize and know the meaning of words pertaining to the unit
- improve spelling ability
- capitalize proper names and first words of sentences
- punctuate simple structures
- observe development of sentence sense

Utilizing study skills to:
- improve ability to perform the routine mechanics required in the course
- develop strength in ability to function efficiently and independently in the classroom

Culminating Stage

Checking ability to complete forms correctly

Noting improvement in use of study skills

Evaluating student participation in discussions

Appraising improvement in ability to spell words from this unit

Observing development of sentence sense

TEACHING UNIT ON ORIENTATION TO THE SCHOOL

Goal

To assist students in adjusting to high school

Content

Forms used in school

Sources of information on school regulations

Information on school activities

Study habits

Procedure

Students who are enrolled in the course in Basic English frequently need assistance in becoming adjusted to high school life. Early in the semester presentation of a unit on orientation can be helpful in many ways. It serves to help the students get acquainted. It encourages the students to participate in the class activities. It gives the students the feeling of belonging to the class. It helps the students to become familiar with the school and with the course. It provides opportunities to articulate the various language arts areas and serves to provide practical, helpful experiences for the students.

It is essential that the teacher create a friendly atmosphere to encourage general participation in discussion. The teacher will naturally indicate respect for the simplest contributions to class discussions. The students will tend to follow this example. It is important for the individual student to be aware of his errors and the means of overcoming them, but very rarely is it necessary to inform the entire class of errors made by any student. In a classroom in which the students know that their comments will be respected, discussions are more lively and meaningful. The teacher who is composed helps the students to suppress nervous responses to errors on the part of classmates. The student who is not mature may need guidance in developing tolerance toward errors made by other students.

Students function most effectively where a spirit of efficient workmanship is established. While students are beginning to develop good work habits, the teacher will probably not refer to this skill as such. When the patterns have been established, the teacher may wish to point out the value of good work habits, such as consistent proofreading of every piece of written work.

The importance of getting assignments in on time should be stressed. Class is fun when the students understand what is being done and assume responsibility for their work. Class is boring to them when their work is not prepared. Give the students two grades on written assignments, the first for having a neat, legible paper and using correct manuscript form; the second for using correct sentence structure, spelling and punctuation. When students have received graded papers, they should correct all errors which have been indicated by the teacher. Only errors which directly relate to what has been taught in class should be marked for correction.

Activities

Speaking and Listening

Have the students discuss the kinds of records which are kept for each person: birth, school, armed service, marriage, voting, business contracts, income and other tax, social security, death.

Have the students discuss the facts which a form can reveal about an individual. Guide the discussion to include elements such as the following:

Neatness--Write legibly. Make no blots or other marks.
Following directions--Write or print as directed; answer fully.
Using a dash--Use the dash in spaces which do not relate to the individual.
Accuracy--Proofread very carefully to avoid needless errors; use correct spelling and punctuation.
Preparedness--Have necessary writing materials, and information such as address, telephone number, social security number.

Have the students collect and complete simple forms related to school and business. Acquaint the students with the following facts about forms:

Records are usually permanent.
Correct completion of forms is a serious matter.
Forms sometimes create the first impression which a person makes upon the teacher or employer.

Have the students list and discuss the simple forms most commonly used in school and in business.

Check completed forms and discuss errors.

Explain rules with which the students should be familiar. Have the class discuss the following questions:

What would happen if there were no rules? (at home, in games, in school, in Chicago, in Illinois, in the United States, in the world)
What would happen if there were no rules for driving automobiles?
Are rules imposed on people by officials or do rules result from the needs of the people themselves?
Could a school function without rules?

Have the class prepare a list of the most important rules of the school. Remind them to include items such as:

behavior in cafeteria
air raid and fire drills (signals and behavior)
attendance
tardiness
behavior in halls between classes
behavior in assemblies
behavior in classrooms.

Have the class discuss the responsibility of the students in the care of school property, books, and other equipment.

Have the students investigate the various special services which are provided in the school, such as speech correction, health, counseling. Have them present reports on what the special services do for students.

Have the students practice giving directions clearly and efficiently.

Discourage the excessive use of gestures. Have students direct others orally and in writing to various locations in the school, community, and city.

Provide opportunities for the students to discuss activities in school. Have groups of students present reports on various activities indicating the membership requirements; the type of project; cost (if any); purpose, time, and place of meetings. The teacher will wish to meet with the sponsors of the activities in advance of this assignment to be certain that the students in Basic English will be able to qualify as participants.

Have students who have joined school organizations give oral reports to the class to "sell" the idea of membership.

Arrange for the class to study information available on students who leave high school before graduation. Use notes such as the following to guide the writing and discussion:

- What happens to students who drop out of high school?
  - They have difficulty in getting a job.
  - They are the first to be laid off.
  - They shift from job to job.
  - They have uninteresting types of jobs.
- Why is a high school diploma necessary?
  - Jobs in this rapidly changing world require new skills.
  - Automation is limiting the number of openings for manual laborers.
  - Today workers need far more training than they did formerly in order to fill the available vacancies.
  - The future will offer many interesting jobs, but the people who hold these positions will have to be educated workmen.

Read aloud to the class stories of the lives of great people who had to struggle for an education as did Lincoln, Bok, Carver, Bethume, and others. Have the students write a few sentences expressing the main ideas of the stories.

Have the students make simple charts and graphs based on the information on page 165, regarding the stay-in-school campaign.

Have students collect samples of charts and graphs from newspapers and magazines, and present brief oral explanations of these materials to the class.

Have the class make a collection of newspaper and magazine articles which show the importance of completing high school in order to secure a high school diploma.

Encourage the students to state the main qualities of good speech and of a good speaker. List these statements on the chalkboard. The class may list such items as the following.

Good speech
    is an asset in business
    is an asset in social life.

The good speaker
    is easy to understand
    speaks clearly
    does not use "er's" or "ah's"
    is pleasant to hear
    makes a favorable impression.

Use recordings, if they are available, to demonstrate good speech habits. Encourage students to analyze the speech of people whom they enjoy hearing on radio, television, and in the movies. Why are these people pleasant to hear?

Have the students make a list of errors common to many members of the class. Include usage and pronunciation errors. Have a student prepare a poster listing the correct forms and place it on the bulletin board. Have members of the class listen to one another in relation to these items. Impress upon the class the importance of constant and consistent use of good speech. Correctness in speech must become a habit.

Encourage the students to discuss good listening habits. Have them list the ways in which listening is important in daily life such as:

listening to instructions
listening to directions
listening to explanations
listening to comments in discussions
listening to radio and similar media for recreation.

Provide opportunities for students to formulate lists of words which they need to know to fulfill reading assignments in other classes.

Have the students bring to class newspaper and magazine clippings which will acquaint the group with the vocabulary which they need to have in order to read advertisements which are of interest to them.

Have the students write and present orally instructions of various kinds such as those related to construction, auto repair, recipes, or sewing.

Arrange for planned discussions by the students of such topics as the causes of failure in school; the relationship between education and jobs; methods of getting jobs; means of securing information; and the uses of reading, writing, speaking, listening in daily life.

The following game serves as a good device to sharpen the attention of the students.

> Early in the period, mention that if you say a particular word all hands are to be raised. Wait fifteen or twenty minutes and then use the word. These little episodes will sharpen the students' attention. Use this device just once or twice, and then tell the students occasionally you will place a phrase or sentence in the corner of the chalkboard. You will not call their attention to it, but at some time during that period, the words will be used. Give credit to the students who hear the phrase or sentence and indicate their hearing of it by raising their hands.

Stop occasionally during discussions to quiz the students orally on what has been discussed. Base part of their grade on class participation and make it obvious that a record is being kept of the responses to the oral quiz.

Reading

Help students to recognize the need to adjust reading method to the purpose of the reader, the difficulty level of the material, and the background of the reader. Have the class read a simple selection to gain information in an area with which they are already familiar, such as their school. Have the students read brief, easy, humorous selections for pleasure. Have them read simple directions related to a subject with which they are not familiar. Help them to see the different ways in which they need to use reading.

In some schools, a handbook is given to every new student. If this is the case, read the sections on rules and regulations to the students, having them follow the words in their books. This gives the students the feeling of actually reading the material themselves. Students who feel able and who volunteer may read a part of a section for the class. Help these students by readily supplying any words with which they have difficulty. Do not call on a student who does not volunteer unless an assignment of a specific section to be read is made in advance of the class session and individual help has been given in preparing the assignment.

Writing

Throughout the semester, stress the writing of sentences. Do not identify the subject and the predicate too soon. Have the students write the sentences, and if there are errors, correct them and discuss them with the students. When exercises require that blanks be completed, have the students copy the sentence and not merely list the words. This practice in writing sentences will familiarize the students with a pattern that tends to give them a "sense" of the sentence structure. Later, when the students have acquired this "sense," the identification of the subject and the predicate will be easier for them to understand. For statement on subject and predicate, see page 85. The papers should not require much time to correct, and it is important that they be returned promptly. If the papers are returned too slowly, the interest lags, and the point of the assignment is lost.

Have the students start immediately using the correct manuscript form. See page 153. Stress the importance of the students' bringing materials to class, striving for clear handwriting, and proofreading their work. Attention to these factors will eliminate many errors. Impress upon the students the necessity of copying accurately. When the students are to copy any statements, read them orally first. After they have copied the statements, have the students check to see that they have spelled all of the words correctly. When the students write original sentences, have them check to see that these words are spelled correctly.

Help the students to complete correctly the forms which they need to use in school.

Have the students write two or three sentences related to extracurricular activities in which they are interested. Stress again the need of having necessary equipment, copying accurately, using correct manuscript form, writing legibly, proofreading carefully, and submitting assignments promptly.

Examples:

I want to join the Girls' Athletic Association.
My sister is a member. The girls have a good time.

Explain the school rules and regulations with which the students should be familiar. Have the students answer questions using the following pattern. Include information on any phase of the discussion.

Examples:

Is the library on the second floor?
The library is (or is not) on the second floor.
Where do I get a tardy ticket?
I get a tardy ticket in Room 101.

Write a series of scrambled sentences about staying in school. Help the students to recognize the thought relation process necessary to reorganize the sentences. Provide samples for the students.

Examples:
In must I school stay. (I must stay in school.)
Important high a diploma is school. (A high school diploma is important.)

Write a paragraph on the value of the language arts. Leave blanks for the students to complete. Have the students copy the paragraph, filling in the blanks.

Examples:
Listening will help me to understand the
_________ assignment. When I do not
listen, I do not _______ what I am to
__________.

Spelling

Have the students reserve a section of their notebooks for their personal spelling lists. Additions to the list of the words which the students misspell in their writing should be made regularly.

Constant review of the words will be necessary. It is essential to remember particularly with these students, that every topic or rule or concept has to be repeated many times. It is never possible to state a fact once and to be certain that the students understand. Although at times it may seem that a spelling list or rule has been mastered thoroughly, it is still advisable to review the words at regular intervals.

The spelling words should be of a practical nature. Although some of the words on this list may appear difficult, the students will master the words if they see that these are to be used and are necessary.

Study the school forms and make a list of the words the students will need to know. This list should include the name of the school (in full). Many students need to review the spelling of words such as vocational or school. Include the following items in the list:

month of birth
street name and its designation (avenue, street)
telephone numbers
names of subjects the students are taking
names of teachers
occupations of parents

Punctuation and Capitalization

From the spelling list indicate the words which should be capitalized. With the exception of the list of subjects, most of the words included here are always capitalized. Let the students just observe the pattern at present. Later in the semester, after frequent use, simple rules for use of capitalization and punctuation may be introduced. If the correct forms have been consistently used, the rules will then take on meaning. There is no value in being able to recite rules without being able to apply them.

Since the capitalization of titles is difficult for many students, it should not be stressed here. Put the names of publications, correctly capitalized, on the chalkboard and have the students copy them exactly. Include the names of the school organizations.

Use the same approach for the punctuation rules as for capitalization. The students should become familiar with the comma used between city and state, day and year. If the students are required to date their papers, this habit regarding the use of the comma will be formed.

The abbreviation is not difficult to master. Show the students how "mister" has been shortened to "Mr." and "mistress" to "Mrs." Point out that "Miss" is a word and not an abbreviation; therefore, no period should follow it. With the class, make a list of commonly used abbreviations. Write the complete words and the abbreviations on the chalkboard.

Examples:

street, St.
place, Pl.
avenue, Ave.
boulevard, Blvd.
company, Co.
Illinois, Ill.
United States, U.S.

Correction of Common Errors//

Listen carefully for common errors in usage and pronunciation among the students. List these errors in order of frequency. Use them as a basis for oral exercises. Put sentences demonstrating correct usage on the chalkboard and have students check one another on use of the corrected forms. Focus attention on a very small number of items at a time and review items previously studied at regular intervals.

//Refer to Speech Exercises, p. 76.

TEACHING UNIT ON RULES OF THE ROAD

TEACHING UNIT ON

RULES OF THE ROAD

Goals

To improve ability to recognize accurately and rapidly the words used in this unit

To enlarge understanding of the meanings of the words used

To utilize experiential background

To employ reading skills to fulfill purposes that are appealing to students

To improve ability to locate specific information

To develop ability to use context clues

To read orally to share information

To acquire information regarding the laws and regulations governing the operation of motor vehicles

To extend understanding of the value of safety regulations

To improve ability to read and to understand

To learn to evaluate practical application of reading skills

To develop more desirable attitudes toward reading

To become aware that it is possible to improve reading ability

Content

Road signs

Tests for driver's license

Background of general information

about driving

Activities*

Discuss the importance of accurate identification of road signs.

Share information regarding the driver's license.

View films on driver education.

List road signs.
Discuss situations in which each sign is used.
Define terms and learn to use them correctly.
Practice for accurate and rapid recognition of words used on road signals.

Read independently questions found in Rules of the Road.
Discuss answers to questions.

Locate information in Rules of the Road.

Read aloud to verify answers.

Use words and information contained in the unit in taking a sample driver's license test in class.

Read recreational materials pertaining to the topic of the unit.

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*Additional activities will be found on pp. 199 to 201.

TEACHING UNIT ON

RULES OF THE ROAD

Initiating Stage

Discussing the importance of accurate interpretation of road signs

Understanding the purpose of a driver's license

Sharing information regarding the method of obtaining a driver's license

Viewing films on driver education

Developing Stage

Discussing the objectives of the unit

- to develop the ability to recognize words used on road signs
- to promote an understanding of word meanings
- to acquire information regarding the laws and regulations governing the operation of a motor vehicle
- to develop an understanding of the value of the safety precautions employed in driving
- to improve ability to read and understand the questions asked of those who apply for a driver's license

Using specific content to accomplish objectives

- listing words used in the unit
- defining terms and learning to use them correctly
- applying the skills of word analysis
- practicing rapid and accurate recognition of words used in the unit
- reading, independently, questions which are found in Rules of the Road

discussing answers to the questions regarding traffic regulations and safety precautions

reading aloud from Rules of the Road to verify answers

Culminating Stage

Indicating a knowledge of basic information by taking a sample driver's license test

Improving oral reading

Appraising vocabulary development

Using the words and the information contained in the unit in oral and written sentences

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TEACHING UNIT ON RULES OF THE ROAD

Goal

To facilitate the ability to recognize words, to understand the meanings of words, and to comprehend the ideas which are expressed in written or printed form

Content

Rules of the Road. Copies of this pamphlet may be obtained free of charge from the Secretary of State, Springfield, Illinois.

Procedure

The material contained in this publication has real value for the student who anticipates driving a car. The information stressed in the pamphlet is necessary to persons who are to be granted a driver's license. Tests presented to persons applying for a driver's license contain questions which are listed on pages 92 to 95. The words used in the questions are those with which an applicant must be familiar if he is to answer the test questions accurately.

The teacher will wish to help the students to

- understand word meanings
- relate definitions to words
- develop accurate, rapid recognition of words
- pronounce words, applying skills of phonetic analysis
- use structural analysis to understand meanings of words
- utilize context clues to determine definitions
- understand author's idea

locate specific information

find answers to questions

share information with class through effective oral reading

utilize experiential background

use reading skills to fulfill a purpose that is vital to the learner

increase ability to read orally

develop the desire to read

employ reading for enjoyment

improve attitude toward reading.

Activities

Acquaint the students with the general organization of the pamphlet.

Copy upon the chalkboard a questions from Rules of the Road.
Define the key words and encourage the students to identify them.
Permit students to read the questions orally and to discuss the answers to the questions.
Have the students verify their answers by reading sections of the book containing pertinent information.
Proceed with other questions in a similar manner.

List on the chalkboard the words that have been presented during the study of the questions.
Have the students copy the words into their vocabulary notebooks.
Encourage the students to pronounce the entire list of words and to determine the length of time it takes them to do so.
Urge the students to practice with this list so that they may improve the facility with which they recognize the words.

When the students are familiar with the words and the ideas in the Rules of the Road, they may use the following activities.

Have the students compose answers to the questions, and write answers on the chalkboard, omitting key words.
Have other students insert the correct words in the blank spaces.
Review the words frequently, using games which stress the meanings of the words.
Have the students take a "mock" driver's license test.

Throughout the unit, urge the students to make use of descriptive aids such as charts, diagrams, signs and maps.

Provide an opportunity for the students to do recreational reading of a related character. Suggested readings include:

"The Bus Driver," Fun to Find Out Series
"Gas Station," Level 1, 2, 3, Occupational Series
"My Martinburger 95," Teen-Age Tales, Book 1
"Follow That Car," Teen-Age Tales, Book 1

Speaking and Listening

Some pupils undoubtedly will have personal experiences related to the topic that they may wish to present to the class. These are some appropriate subjects for discussion.

Accidents caused by carelessness
Leaving scene of accident
Value of having insurance
Importance of obeying laws

Provide for a class discussion of "My Responsibility behind the Wheel."

The students may bring maps to class and learn to explain clearly and explicitly how to drive to a specific location.

Using the chalkboard or mimeographed materials, individual students may interpret orally charts or graphs concerning auto accidents or other related subjects.

Writing

Have the students complete a driver's license application form. Stress again the importance of accuracy and neatness.

Some of the questions on pages 92-95 are quite complex. The students can simplify the wording and state the answers to the questions in complete sentences.

List the words related to the unit. Have the pupils copy them in their notebooks.

Write sentences on the chalkboard and omit key words. Have the students supply the omitted words. Review the list, frequently stressing the meanings of the words.

Most of the classroom activities in Basic English will be conducted in small groups or on an individual basis. This unit provides materials and activities which the entire group can share. The purpose of the unit is threefold:

> to make the student aware of the importance of acquiring and of conveying information through words
>
> to help him to realize that it is possible for him to improve his communication skills
>
> to promote an understanding of the methods he may employ to promote growth in these skills.

This is a practical unit since it is based upon information of interest and importance to the students.

The booklet Rules of the Road may be obtained free of charge from the Secretary of State, Springfield, Illinois. Schools may arrange to obtain a supply of these booklets which are readily accessible at all times for classroom use.

Other units may be organized in a similar manner. Some topics for such units are:

- Employment
    - Supermarket
    - Restaurant
        - Bus Boy
        - Waitress
    - Gas Station
    - Automobile Industry
    - Driving a Bus
    - Hospitals
    - Entertainment

- Sports
    - Basketball
        - Instructions
    - Baseball
        - Scouting
    - Football

- Excursions
    - City
        - Science and Industry
        - Field Museum
        - Aquarium
        - Zoo
        - Art Institute
        - Newspaper Plant

- State
    - Springfield
    - New Salem

TEACHING UNIT ON HEROISM

TEACHING UNIT ON

HEROISM

Goals

To develop facility in using the skills of communication

To stimulate creativity

To develop awareness of the qualities which make heroes

To establish wholesome attitudes and worthwhile standards

Content

Reading

materials related to development of skills necessary for effective reading of literature

vocabulary of terms necessary to accurate comprehension

materials selected independently for recreational reading

Writing

statements of opinions regarding the strengths and weaknesses of materials read

statements of evaluation at a simple level of the actions of characters in stories

Speaking

stories told in part for the purpose of helping other students to become interested in reading the stories

discussions of character traits, authors' purposes, and similar topics

Listening

recordings and readings of stories and other materials used to develop efficient habits of listening

Activities*

At regular intervals, provide opportunities for checking reading rates. Have the students read books at individually appropriate levels in a timed situation. On record sheets, help the students to make dated notations of their reading rates. Be certain to have students indicate the materials used in each case. It is well to choose materials on which it is easy to check comprehension. The materials must be simple enough to permit rapid word recognition and must be of a high level of interest. Measuring comprehension as well as rate helps the students to avoid sacrificing understanding for speed. Try to provide a warm-up period before measuring rate.

Have the students write a few sentences describing the most heroic person they have ever known.

Have the students prepare talks describing the persons who are the most heroic individuals in their respective families. Help students to recognize heroism in the simple aspects of daily life.

Write upon the chalkboard or distribute in duplicated form the words to a few lively folksongs which relate to the stories read and which are attractive to the students. Avoid using songs which utilize dialects or speech which is not clear. Use recordings to provide musical background and, if possible, examples of clear articulation and correct pronunciation. As the students learn to sing the songs. emphasize good speech habits. The same type of activity may be based on use of choral readings.

Discuss the customs and traditions of peoples described in various stories. Have students relate examples of customs and traditions within our own communities.

Have the students listen to a recording or tape of a story with which they would not be expected to be familiar. Provide a brief objective test of comprehension. Collect the papers. Have the class discuss the test questions and decide how each should have been answered correctly.

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*Additional activities will be found on pp. 211 to 212.

TEACHING UNIT ON HEROISM

Initiating Stage

Defining the word heroism and distinguishing between this concept and such qualities as courage, honesty, truthfulness

Discussing various acts of heroism which are described in newspaper and magazine articles

Discussing simple acts of heroism encountered in daily life

Viewing films and filmstrips; listening to radio and TV programs and to recordings which depict acts of heroism

Developing Stage

Deciding on the goals to be achieved

- To develop facility in using the skills of communication
- To stimulate creativity
- To develop awareness of the qualities which make heroes
- To establish wholesome attitudes and worthwhile standards

Planning the class activities in relation to class goals and individual needs in the four basic areas of the language arts

Choosing the students who will participate in the individual and group activities on the basis of individual achievement

Carrying out the activities

Selecting and obtaining materials to be used, such as library books, films, filmstrips, recordings, maps, pictures, and schedules of radio and TV programs

Culminating Stage

Writing a simple definition of heroism

Writing a brief statement of the personal values obtained from the unit

Writing a one- or two-sentence report indicating the main point of a story read as an individual assignment

Reading stories with a group of students who are at the same level of achievement

Reading individually assigned selections to develop needed reading skills

Listening to recordings, tapes, radio and TV programs which are directly related to specific phases of the unit

Telling the class about an incident involving heroism observed in daily life

Singing songs related to the main characters in stories read

Using maps to trace the journeys of characters in stories involving extensive travel

Reading aloud for the class favorite scenes from favorite stories

Discussing the possible manifestations of heroism

Carrying over into daily action the ideas derived from the unit

TEACHING UNIT ON HEROISM

Goals

To develop facility in using the skills of communication

To stimulate creativity

To develop awareness of the qualities which make heroes

To establish wholesome attitudes and worthwhile standards

Content

Reading

development of skills necessary for effective reading of simple literature

development of a vocabulary of terms necessary to accurate comprehension

development of ability to select independently materials for recreational reading

Writing

development of ability to express opinions regarding the strengths and weaknesses of materials read

development of ability to understand and evaluate at a simple level the actions of characters in the stories read

Speaking

development of ability to interest other students in reading the stories by telling a part of the story

development of ability to participate in discussion of character traits, authors' purposes, and similar topics

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Listening

development of ability to listen to a recording or reading of a story with comprehension

development of ability to listen to programs or recordings to gather information

development of ability to compare various readings or recordings on the basis of sound principles

Procedure

Students who are in their first year of high school are in the process of becoming grown-up. They are mature enough to understand many things which in earlier years held no interest for them. They are idealistic and thus are receptive to stories of great men and women. This unit provides an excellent opportunity for assisting the students to develop appropriate attitudes and a worthwhile sense of values, as well as spiritual and aesthetic appreciation of ideals.

These students need considerable guidance in participating in classroom activities. They cannot set goals independently, and yet they need to understand fully the purposes of their work. They function most efficiently when the goals are specific and very few in number. They require very detailed and clearly stated instructions. Since these students become discouraged very easily, they require an unusual degree of praise of achievement and encouragement to continue their work successfully.

Activities

Have interested students who are reading stories based on early times and foreign places draw pictures of their favorite scenes and places and show them to the class, explaining the pictures. Students may also design book jackets or discuss related pictures in books and magazines. It is wise to be certain that the time and effort expended are worth the degree of facility developed in language arts.

Have the students make a list of the five most interesting words which they find in books selected for individual reading. Have them briefly define and write a sentence for each word. From these individual lists, derive a list for class use as a basis for vocabulary study. Have students check carefully to insure accuracy of spelling and legibility of of handwriting. Especially note clarity of the letters: a, d, e, u, r, t, which Russell indicates as most frequently contributing to illegibility[1]. Also check the closing of letters, the dotting of i's, the crossing of t's.

At regular intervals, provide opportunities for checking reading rates. Have the students read books at individually appropriate levels in a timed situation. On record sheets, help the students to make dated notations of their reading rates. Be certain to have students indicate the materials used in each case. It is well to choose materials on which it is easy to check comprehension. The materials must be simple enough to permit rapid word recognition and must be of a high level of interest. Measuring comprehension as well as rate helps the students to avoid sacrificing understanding for speed. Try to provide a warm-up period before measuring rate.

Have the students listen to a recording or tape of a story with which they would not be expected to be familiar. Provide a brief objective test of comprehension. Collect the papers. Have the class discuss the test questions and decide how each should have been answered correctly.

Write upon the chalkboard or distribute in duplicated form the words to a few lively folksongs which relate to the stories read and which are attractive to the students. Avoid using songs which utilize dialects or speech which is not clear. Use recordings to provide musical background and, if possible, examples of clear articulation and correct pronunciation. As the students learn to sing the songs, emphasize good speech habits. The same type of activity may be based on the use of choral readings.

Discuss the customs and traditions of peoples described in various stories. Have students relate examples of customs and traditions within our own communities.

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[1] Russell, D. H. Characteristics of Good and Poor Spellers. New York: Columbia University, 1937.

Read to the class a part of a story from a newspaper, magazine, or book. Provide the setting for the action of the hero or heroine but do not indicate how the leading character acts in the situation. Encourage the students to suggest several ways in which the person might have reacted. Help the class to arrive at reasonable conclusions and to base their thinking on a good sense of values.

Have the students write a few sentences describing the most heroic person they have ever known.

Have the students prepare talks describing the persons who are the most heroic individuals in their respective families. Help students to recognize heroism in the simple aspects of daily life.

Provide frequent exercises and reviews, using Dolch's Basic Word List. (See appendix, p. 145.)

Provide opportunities for the students occasionally to reread books which they have enjoyed. Encourage them to establish a new goal before rereading.

Help the students to prepare to read orally for the class an interesting part of a story, in order to encourage others to read the book. Provide an informal atmosphere which is also orderly. Encourage formation of habits of courteous listening. Praise clarity of speech and correctness of pronunciation.

Write upon the chalkboard or provide in duplicated form some simple poems related to heroism such as "Barbara Fritchie" by John Greenleaf Whittier, "Lincoln" by Nancy Byrd Turner, "Washington" by Nancy Byrd Turner, and similar poems which are available from many sources. Have the class read the poems together orally. Stress clear articulation, correct pronunciation and phrasing.

READING LIST FOR UNIT ON HEROISM[a]

(Prepared by the supervisors of Chicago Public School Libraries under the direction of Dr. Miriam Peterson.)

Anderson, A. M. Wild Bill Hickok. Row, Peterson & Co., 1960.

Baldwin, James. Favorite Tales of Long Ago. Aladdin Books, 1955.

Bailey, Bernadine. Abraham Lincoln: Man of Courage. Houghton Mifflin Co., 1960.

Beals, Frank L. Kit Carson. Row, Peterson & Co., 1960

______. Chief Black Hawk. Wheeler Publishing Co., 1960.

Berres, Frances. Frogmen in Action. Harr Wagner Publishing Co., 1959.

______. Pearl Divers. Harr Wagner Publishing Co., 1959

______. Sea Hunt. Harr Wagner Publishing Co., 1959.

______. Submarine Rescue. Harr Wagner Publishing Co., 1959.

______. Treasure Under the Sea. Harr Wagner Publishing Co, 1959.

Bontemps, Arna. Sam Patch, The High, Wide, and Handsome Jumper. E. M. Hale & Co., 1951.

Carmer, Carl. Henry Hudson, Captain of Ice-Bound Seas. Garrard Press, 1960.

Cavanah, Frances. Abe Lincoln Gets His Chance. Rand McNally & Co., 1959.

Clark, Electa. Robert Peary, Boy of the North. The Bobbs-Merrill Co., Inc., 1953.

Colver, Anne. Abraham Lincoln for the People. Garrard Press, 1960.

Dalgliesh, Alice. The Columbus Story. Charles Scribner's Sons, 1955.

______. Ride on the Wind. Charles Scribner's Sons, 1956.

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[a] These materials have appropriate reading grade levels for use by students enrolled in Basic English. Selection of books for each member of the class will be based on student achievement levels, needs and interests. Some of these books may be available in the school library.

Dolch, Edward W., *et al.* *Robin Hood Stories for Pleasure Reading.* Garrard Press, 1957.

Epstein, Samuel, and Epstein, Beryl. *George Washington Carver, Negro Scientist.* Garrard Press, 1960.

Foster, Genevieve. *George Washington.* Charles Scribner's Sons, 1949.

Fribourg, Marjorie G. *Benkei, The Boy Giant.* Sterling Publishing Co., 1958.

Graham, Alberta Powell. *Lafayette, Friend of America.* Abingdon Press, 1952.

________. *Clara Barton, Red Cross Pioneer.* Abingdon Press, 1956.

Graves, Charles P. *Benjamin Franklin, Man of Ideas.* Garrard Press, 1960.

Guthridge, Sue. *Tom Edison, Boy Inventor.* The Bobbs-Merrill Co., Inc., 1959.

Haines, Madge, and Morrill, Leslie. *Lewis and Clark, Explorers to the West.* Abingdon Press, 1959.

Jones, William Percival. *Patrick Henry: Voice of Freedom.* Houghton Mifflin Co., 1960.

Judson, Clara Ingram. *Christopher Columbus.* Follett Publishing Co., 1960.

Kyle, Elisabeth. *Maid of Orleans.* Thomas Nelson & Sons, 1957.

Latham, Jean Lee. *Ali Baba.* The Bobbs-Merrill Co., 1961.

________. *Aladdin.* The Bobbs-Merrill Co., Inc., 1961.

________. *Wa O'Ka.* The Bobbs-Merrill Co., Inc., 1961.

Lawson, Robert. *They Were Strong and Good.* The Viking Press, Inc., 1940.

Lewellen, John. *The True Book of Knights.* Childrens Press, Inc.

McCall, Edith. *Hunters Blaze the Trails.* Childrens Press, 1959.

________. *Steamboats to the West.* Childrens Press, 1959.

Mills, Lois. *Three Together.* Follett Publishing Co., 1955.

Moore, Lilian. *Daniel Boone.* Random House, 1955.

Norman, Gertrude. *A Man Named Columbus.* G. P. Putnam's Sons, 1960.

________. *Johnny Appleseed.* G. P. Putnam's Sons, 1960.

Olgin, Joseph. *Thomas Jefferson: Champion of the People.* Houghton Mifflin Co., 1960.

Parker, Robert. *Carol Heiss, Olympic Queen.* Doubleday & Co., Inc., 1961.

Petersham, Maud, and Petersham, Miska. *Moses.* The Macmillan Co., 1938.

________. *David.* The Macmillan Co., 1958.

________. *Joseph and His Brothers.* The Macmillan Co., 1958.

Politi, Leo. *Saint Francis and the Animals.* Charles Scribner's Sons, 1959.

Prescott, Orville. *Robin Hood.* Random House, 1959.

Rambeau, John, and Rambeau, Nancy. *Jim Forest and Dead Man's Peak.* Harr Wagner Publishing Co., 1959.

________. *Jim Forest and the Flood.* Harr Wagner Publishing Co., 1959.

________. *Jim Forest and Lone Wolf Gulch.* Harr Wagner Publishing Co., 1959.

________. *Jim Forest and the Mystery Hunter.* Harr Wagner Publishing Co., 1959.

Rose, Mary Catherine. *Clara Barton, Soldier of Mercy.* Garrard Press, 1960.

Rounds, Glen. *Ol' Paul, The Mighty Logger.* E. M. Hale & Co., 1936.

Scharbach, Alexander. *Boy Sailor, Matthew Clabraith Perry.* The Bobbs-Merrill Co., Inc., 1955.

Seibert, Jerry. *Amelia Earhart: First Lady of the Air.* Houghton Mifflin Co., 1960.

Simon, Tony. *North Pole, The Story of Robert E. Peary.* Doubleday & Co., 1961.

Smith, Bradford. *Stephen Decatur, Gallant Boy*. The Bobbs-Merrill Co., 1955.

Snow, Dorothea J. *Samuel Morse, Inquisitive Boy*. The Bobbs-Merrill Co., 1960.

Stevenson, Augusta. *Abe Lincoln, Frontier Boy*. The Bobbs-Merrill Co., 1959.

________. *Bocker T. Washington, Ambitious Boy*. The Bobbs-Merrill Co., 1960.

________. *Buffalo Bill, Boy of the Plains*. The Bobbs-Merrill Co., 1959.

________. *George Carver, Boy Scientist*. The Bobbs-Merrill Co., 1959.

________. *George Washington, Boy Leader*. The Bobbs-Merrill Co., 1959.

________. *Nathan Hale, Puritan Boy*. The Bobbs-Merrill Co., 1959.

Syme, Ronald. *Balboa, Finder of the Pacific*. William Morrow & Co., Inc., 1956.

________. *Columbus, Finder of the New World*. William Morrow & Co., Inc., 1952.

________. *Cortes of Mexico*. William Morrow & Co., Inc. 1951.

Van Riper, Guernsey. *Richard Byrd, Boy Who Braved the Unknown*. The Bobbs-Merrill Co., 1958.

Weir, Ruth Cromer. *Benjamin Franklin, Printer and Patriot*. Abingdon Press, 1955.

________. *Leif Ericson, Explorer*. Abingdon Press, 1951.

Wilkie, Katharine E. *Daniel Boone, Taming the Wilds*. Garrard Press, 1960.

________. *George Rogers Clark, Boy of the Old Northwest*. The Bobbs-Merrill Company, 1960.

LIST OF PUBLISHERS

Abingdon Press, 810 Broadway, Nashville, Tennessee.

Aladdin Books, 300 Park Avenue, South, New York 10, New York. (Now E. P. Dutton & Company, Inc.)

Bobbs-Merrill Company, Inc., 1720 East 38th Street, Indianapolis 6, Indiana.

Childrens Press, Inc., Jackson Boulevard & Racine Avenue, Chicago 7, Illinois.

Doubleday & Co., Inc., 875 Madison Avenue, New York 32, New York. (Send orders to Garden City, New York.)

Follett Publishing Co., 1010 West Washington Boulevard, Chicago 7, Illinois.

Garrard Press, 510 North Hickory Street, Champaign, Illinois.

E. M. Hale & Co., Eau Claire, Wisconsin.

Harr Wagner Publishing Co., 609 Mission Street, San Francisco, California.

Houghton Mifflin Co., Two Park Street, Boston 7, Massachusetts.

The Macmillan Co., 60 Fifth Avenue, New York 11, New York.

William Morrow & Co., 425 Park Avenue, New York 16, New York.

Thomas Nelson & Sons, 18 East 41st Street, New York 17, New York.

G. P. Putnam's Sons, 200 Madison Avenue, New York 16, New York.

Rand McNally & Co., Box 7600, Chicago 80, Illinois.

Random House, Inc., 457 Madison Avenue, New York 22, New York.

Row, Peterson & Co., 2500 Crawford Avenue, Evanston, Illinois.

Charles Scribner's Sons, 597 Fifth Avenue, New York 17, New York.

Sterling Publishing Co., Inc., 419 Fourth Avenue, New York 16, New York.

Wheeler Publishing Co., (Row), 161 East Grand Avenue, Chicago 11, Illinois.